

1975

The role of the counselor within the Virginia community college system

William Lloyd Welter

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<https://dx.doi.org/doi:10.25774/w4-cx78-j494>

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WELTER, William Lloyd, 1932-
THE ROLE OF THE COUNSELOR WITHIN THE
VIRGINIA COMMUNITY COLLEGE SYSTEM.

The College of William and Mary in Virginia,
Ed.D., 1975
Education, guidance and counseling

Xerox University Microfilms, Ann Arbor, Michigan 48106

**THE ROLE OF THE COUNSELOR WITHIN THE
VIRGINIA COMMUNITY COLLEGE SYSTEM**

**A Dissertation
Presented to the
Faculty of the School of Education
College of William and Mary in Virginia**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

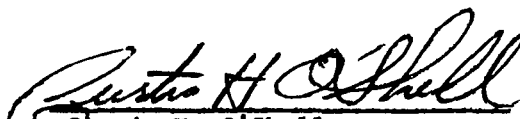
**by
William Lloyd Welter
August 1975**


APPROVAL SHEET

We the undersigned do certify that we have read this dissertation and that in our individual opinions it is acceptable in both scope and quality as a dissertation for the degree of Doctor of Education.

Accepted August 1975 by


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ACKNOWLEDGMENTS

To the many individuals who assisted and encouraged the writer, this dissertation is dedicated.

W. L. W.

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**THE ROLE OF THE COUNSELOR WITHIN THE
VIRGINIA COMMUNITY COLLEGE SYSTEM**

Chapter I

INTRODUCTION AND METHODOLOGY

Background to the Study

The comprehensive community college, as one sector of post secondary education, has been recognized increasingly as an "open door," multipurpose educational institution. The stated primary objective of the community college is the development of the individual. This democratization of post secondary education represents one of the few unique accomplishments of American education in the 20th century. McConnell (cited in Collins, 1967), Chairman of the National Advisory Committee on Appraisal and Development of Junior College Student Personnel Programs for the American Association of Junior Colleges stated that:

The community college is to the development of American education in the second half of the twentieth century what the high school was to the expansion of educational opportunity between 1900 and 1950. (p. ii)

The basic commitment of community colleges is discussed by Ogilvie and Raines (1971):

The basic commitment of the community college is to meet the educational needs of a community, its businesses and cultural agencies, and its people--with the term "educational needs" interpreted in a broad sense and unencumbered by the heavy hand of academic tradition. . . . (p. i)

Ogilvie and Raines, as do many other educators, visualize the community college movement as a direct outcome of the post--World War II commitment of American society to provide the opportunity for higher education to all citizens. How the academic community reacted to such a commitment is discussed by McConnell (Collins, 1967):

The community college is in fact the most rapidly developing educational institution in the United States. Many states are putting primary reliance on the expansion of community colleges as a means of meeting the rapidly accelerating demand for education beyond the high school. Even states in which the four-year institutions have discouraged or opposed the establishment of community colleges by creating their own two-year branches, such as Ohio, Indiana, and Pennsylvania, have now recognized the necessity of permitting or even encouraging local communities to establish multipurpose junior colleges responsive to local and regional needs.

One reason for the change of heart concerning community colleges is that many public four-year institutions have decided to become more selective and to concentrate more strongly than before on advanced undergraduate, graduate, and professional education. In devising their master plans, several states have compensated for more stringent admission requirements to four-year institutions by opening the door of educational opportunity to all or nearly all young people

by keeping the community colleges relatively unselective.

(p. ii)

As the direct result of "keeping the community colleges relatively unselective," the major characteristic of the institution is the diverse student body. Collins (1967) provides the following to illustrate the types of students attracted to the rapidly emerging public community colleges of this nation:

1. The high school graduate of moderate ability and achievement who enters junior college right after high school as a full-time student with the intention of transferring to a given institution with a particular major.

2. The high school graduate of special aptitude and achievement who seeks rapid training for early employment.

3. The low achiever in high school who finally awakens to the value of college and then becomes highly motivated to enroll in a junior college transfer program for which he is not equipped, yet who may have the necessary potential.

4. The able high school graduate who could go to any college but selects the local community college because of the respect and loyalty he has gained for it or for reasons of convenience.

5. The high school graduate of low ability who enters junior college because of social pressures or because he cannot find employment.

6. The students of varying ability and ages but with high valuation of the world of ideas who primarily seek

intellectual stimulation.

7. The very bright high school graduate, eligible for admission to a major university who may lack the necessary social maturity and intellectual disposition.

8. The intellectually capable but unmotivated, disinterested high school graduate who comes to junior college to explore, hoping it will offer him something, but he does not know what.

9. The transfer from a four-year college who either failed or withdrew after an unsatisfactory experience.

10. The high school dropout, perhaps from a minority group and a culturally disadvantaged family, with only grade school-level skills and a strong interest in securing vocational training.

11. The youngsters and also adults who fully believe the societal direction that the road to success leads through a college campus but whose perception of success is so murky that its relationship to learning is virtually lost.

12. The immature high school graduate whose current concept of college has never extended much beyond girls (boys), ballgames, rallies, and dances.

13. The adult who was employed, or in the military service, or in the home for a number of years and who now is motivated to pursue an associate or perhaps a baccalaureate degree, however long it may take. (p. 12)

This list is by no means all inclusive and was intended by Collins to

place emphasis on the diversity contained within the community college student population. It follows, then, that to satisfy the educational needs of such a diverse student population, the curriculum must also be diverse.

Concerning guidance and counseling services, Koos (1970) reflects the generally accepted viewpoint among community college leaders that 2-year junior/community college students are in need of good counseling. He pointed out that:

A larger proportion of students in community than in four-year colleges have disabilities in skills in reading, language, mathematics, and study. Larger proportions come from families of lower social status and have a high incidence of economic problems and/or lower motivation for continued attendance. The need for guidance in respect to personal qualities and attitudes is less apparent because of the relative intangibility and the limited research concerning them, although these restrictions can hardly minimize their importance. To illustrate from the findings, in comparison with students in four-year colleges and universities, junior-college students have been found to average significantly lower in social maturity and autonomy or independence, and are more conventional and authoritarian. (p. 507)

Although this need for "good counseling" is recognized by educational leaders, the results of recent research have indicated a weakness in community college guidance and counseling programs. Collins (1967), reporting results of a 2-year study of junior/community college

student personnel programs, which included more than 120 colleges during the 1961-1963 period, concluded that the counseling and guidance functions of student personnel work were inadequately provided for in the majority of colleges investigated. The study cited the lack of clarity of the junior/community college counselor's role as a major cause of the inadequate counseling and guidance programs. These findings are not unique within the counseling profession, nor have they been resolved. For one reason or another, the counselor's role has not been defined clearly. In 1968, Bentley (1968) listed the following reasons for this:

Essentially, three factors have resulted in the counselor's failing to define his role adequately to other professionals with whom he works, to the general public, and to the clients themselves. The first reason is that he cannot agree, as we have seen, upon those duties that he ought to perform and the way in which they should be performed. The second reason is that he is not powerful enough, because of low status and disorganization, to impose his definition upon others. The third reason is that he does not know how to go about devising and constructing a positive strategy. (p. 82)

Blocher (1963) stated that educators, in their attempts to identify the counselor's role, have looked outward for answers to the problem. Blocher recommended, instead, that an inward approach be taken. It is the intent of this study to take an inward approach within the Virginia Community College System (VCCS) to attempt to identify the role of the VCCS Counselor.

The VCCS, founded in 1966, has developed into a statewide system of 23 colleges as shown in Appendix A. The projected enrollments of the VCCS as contained in the Virginia Plan for Higher Education (1974) are as shown in Table 1.

The Virginia Plan (1974) lists, and discusses, the following goal for higher education in Virginia:

TO ENSURE THE OPPORTUNITY FOR FULL AND EQUAL ACCESS TO HIGHER
EDUCATION BY ALL CITIZENS OF THE COMMONWEALTH

The implications of this goal are far-reaching. First it implicitly recognizes that not all high school graduates should be expected to pursue the usual collegiate degree program or even to attempt noncollegiate, postsecondary work. But it emphatically insists that an opportunity to undertake the form of higher education most appropriate to an individual student's interests and abilities should be made available. To ensure that opportunity, all barriers--including those of race, sex, and socioeconomic status--must be eliminated.

Secondly, the goal implies that once access to the educational system has been attained, participation in the system should likewise not be hindered on the basis of any artificial barriers. Moreover, the higher education community should make it possible for a student to transfer from one form or level of postsecondary education to other forms or levels, depending upon his interests and abilities.

Finally, the goal encourages participation in higher education by all citizens of the Commonwealth. To bring about

Table 1
Projected Enrollment of the Virginia
Community College System

Fall of	Full time equivalent			Total
	Found- ation	Occupational-- technical	Bachelor's credit	
1974	14,517	15,524	11,591	41,632
1976	17,809	19,014	14,079	50,902
1978	20,114	21,385	15,899	57,398
1980	21,226	22,562	16,762	60,550
1982	21,271	22,776	16,853	60,900

this objective, the Commonwealth should encourage citizens from all segments of society to take advantage of the postsecondary opportunities available to them. To do so, the State must foster a sense of academic motivation among all citizens, including such "new clientele" groups as young people in the lower half of their high school classes, adults and part-time learners, and minorities.

(p. 13)

Virginia Governor Mills E. Godwin (1974), at dedication ceremonies of the 23rd community college in Virginia, said the foremost achievement of the VCCS has been to end the idea that college was a privilege of the few. Governor Godwin also spoke of the difficult path ahead for the VCCS to "keep pace with the peoples search for knowledge" (p. F3). Without so stating, Governor Godwin inferred that the degree to which Virginia meets the accessibility goal to higher education for its citizens is a direct function of the degree of success, or failure, of the emerging VCCS. It is, for the most part, within the VCCS that the "new clientele" groups will have access to higher education. This "new clientele" brings to the VCCS a challenge as discussed by McConnell (Collins, 1967):

Community colleges, therefore, have assumed the enormously difficult task of educating highly diversified student bodies. It is obvious that these institutions must provide highly differentiated educational programs. It should be equally clear that if students are to choose wisely among many different courses and curricula leading to a great variety

of future careers, they must be assisted in identifying their abilities and aptitudes, in assessing their deficiencies and their potentialities, and in rationalizing their aspirations. (p. 11)

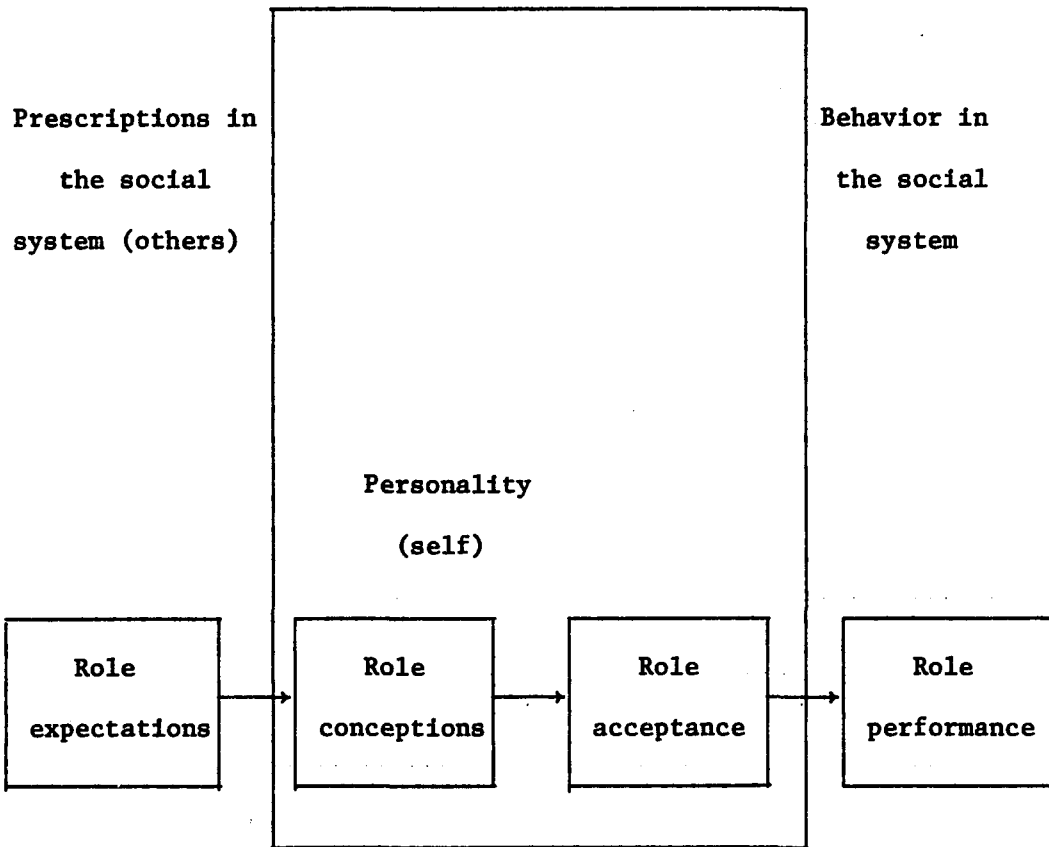
How well the VCCS meets McConnell's challenge, according to other educators, will determine the success or failure of the total system. Jensen (1967, p. 1) wrote that guidance and counseling services were pivotal to the success of all other programs at the community college level. Medsker (1960) wrote:

Without good counseling, the potentially important role of the two-year college in higher education could well be in jeopardy. (p. 168)

The Problem

The relative newness and rapid growth of the VCCS has not permitted opportunity for System administrators to conduct in-depth evaluations of the characteristics of the VCCS on a systematic basis. As previously mentioned, the role of the counselor within community colleges is a subject of general concern within the literature of higher education. Of specific concern is the apparent failure of counselors to define their roles. This research is designed to obtain that information considered necessary to identify and evaluate the role of the counselor within the VCCS.

To identify the role of the VCCS Counselor, the theoretical model shown as Figure 1 was utilized in this research. Within the framework of role theory depicted by Figure 1, the VCCS Counselor's role is considered to be a dynamic interaction of the four role



Note. Data from Bentley (1968). [P. 76.]

Figure 1. Role behavior model.

elements shown. These elements are discussed here as they are defined in this research.

Role expectations. Located in the social system, role expectations are what is prescribed for the VCCS Counselor by other interacting participants who directly influence the VCCS Counselor's role. VCCS Presidents, Deans of Student Services, and Faculty were selected as the three groups which have the most significant influence, together with the Counselors, on determining the role of the VCCS Counselor. Their opinions concerning counselor function priorities which best satisfy the requirements of VCCS students constitute role expectation data and were reported as Presidents, Deans, and Faculty preferred counselor functions, respectively.

Role conceptions. Located within the individual VCCS Counselor, role conceptions are the counselor's internalized expectations of what he, or she, envisions the role of the VCCS Counselor to be. These opinion data were obtained from VCCS Counselors assigning priorities to counselor functions in order to best satisfy the needs of VCCS students. These data were reported as counselor preferred functions in this research.

Role performance. Located in the social system, role performance is the end product of the role behavior model depicted by Figure 1 and is determined by the interaction of the other role elements. Role performance data were obtained from VCCS Counselors assigning priorities to counselor functions as they, in the counselor's opinion, actually exist within the VCCS. These data were reported as counselor experience functions in this research.

Role acceptance. Located within the individual counselor, role acceptance determines the extent the VCCS Counselor accepts the way the counselor's role is defined by others and as it is self-conceived. Role acceptance data were not collected in this research and can only be deduced from data obtained pertaining to role expectations, role conceptions and role performance.

Hypotheses

The hypotheses to be evaluated in this study were:

H₁--Within each of the represented groups of this study, there exists significant agreement of opinion with regard to the role of the VCCS Counselor as expressed by rank ordering the 11 counselor functions of this study.

H₂--Among the represented groups of this study there exists significant differences with regard to their preferred rank ordering of each of the 11 counselor functions.

H₃--Significant differences exist between Counselor's preferred rank ordering of each of the 11 functions and the Counselor's rank ordering of these functions based upon their VCCS experience.

The Population Sample

The Population for this research included, as listed on the September 1973 VCCS Payroll, VCCS Presidents, Deans of Student Services, full-time Faculty, and full-time Counselors. Table 2 shows the members of the sample population of the study who were requested to participate in this research. Random selection of faculty and counselors was accomplished by the use of a computer-generated table

Table 2

Population Sample of Study

Group within the Virginia Community College System	Total popu- lation	Members requested to partic- ipate
Presidents	23	23
Deans of student services (Deans)	23	23
Faculty	1,459	146 ^a
Counselors	127	50 ^a

^aRandom selection.

of random numbers (IBM, 1968). Appendix A shows the results of the random selection process for faculty and counselors.

The Instrument

The instrument of this research was designed to collect data from a large number of participants, 242, geographically dispersed throughout Virginia. The geographical dispersion of participants suggested the economic desirability of a questionnaire method for data collection. The multiple risks associated with the questionnaire method, succinctly discussed by Galfo and Miller (1970, pp. 25-34) were considered prior to selecting that method to collect data for this research. To be usable, the collected data were required to be compatible with the selected theoretical role behavior model and have a common structural framework which permitted comparative analyses both within and among the various groups of participants included in this research. In essence the data were required, in a structured framework, to describe the participant's opinions concerning the role of the VCCS Counselor. In addition to collecting usable data, the instrument was required to be both concise and without complexity, considered to be equally important instrument requirements to minimize risks when utilizing the questionnaire method for data collection.

The previous research of the counselor's role by Osorno (1972) and Giampocaro (1970), discussed in the following chapter, provided information concerning the final instrument design. The technique in obtaining opinions of the counselor's role by having each participant rank order a list of potential counselor functions, a technique

utilized by both Osorno (1972) and Giampocaro (1970), was adapted for this research. Osorno's (1972) instrument listed and defined the 21 student personnel functions of the Raines Report (1965) which are shown in Chapter II.

Osorno (1972) reasoned that each of the 21 student personnel functions were potential counselor functions since the counselor is an integral member of the student personnel staff. This reasoning was not supported by Osorno's findings. As discussed in Chapter II, these findings indicated that approximately 1/2 of the Raines Report (1965) functions did not receive participant consensus as either being currently performed by, or as being future responsibilities of the counselor. Based on the findings of Osorno's (1972) research, the decision was made not to include the 21 functions of the Raines Report (1965) in the instrument of this research. Instead, a modified form of Giampocaro's (1970) instrument was utilized. Giampocaro's instrument listed and defined only 10 specific counselor functions, as shown in Chapter II. These 10 counselor functions were quite similar to those student personnel functions listed in Osorno's (1972) instrument which were found to receive participant consensus as being current and future counselor responsibilities. To preclude the omission of counselor functions from his instrument, Giampocaro (1970) included an additional nonspecific function, entitled "Other," which permitted respondents to add counselor functions to their individual rank order if they desired. Results of Giampocaro's study, discussed in the following chapter, indicated little ideal or actual time devoted to "other" functions. From these

results it was concluded that the 10 specific functions listed in Giampocaro's instrument satisfactorily encompassed the role of the community college counselor. Giampocaro's 11 counselor functions, 10 specific and 1 nonspecific, comprised the substance of the instrument of this research. After Giampocaro, the nonspecific counselor function was included to provide VCCS respondents the opportunity to include additional counselor function(s) in their individual rank ordering response. To improve the clarity of the instrument, minor modifications to Giampocaro's operational definitions were also included.

To obtain role opinion data, neither the 6-point "agree-disagree" Likert Scale employed by Osorno (1972), nor the "time spent on a function" technique of Giampocaro (1970) were utilized. A more direct approach to rank ordering--both of the methods mentioned are forms of rank ordering--was considered to be a simple assignment of priorities by each participant to each of the 11 counselor functions of the instrument. To maintain a common structural framework, each participant was instructed to assign priorities against the criteria of best satisfying the requirements of VCCS students.

Appendix B shows the packet received by each participant in this research. Included in the packet are: a cover letter introducing the research and requesting the addressees' participation, a letter from the Chancellor of the VCCS endorsing the research, and a blank instrument with specific instructions to the participant. In addition, a stamped and addressed envelope was provided for return

of the completed instrument. A minimum usable return level of 80% for each participating group was arbitrarily established. To achieve this level, follow-up packets were mailed to nonrespondents. These follow-up packets included the material shown in Appendix B with an appropriately modified cover letter.

Operational Definitions

For the purpose of this study, the following definitions apply to these terms.

1. Virginia Community College--One of the 23 public 2-year post secondary educational institutions which constitute the Virginia Community College System (VCCS).
2. Role--A generic term consisting of role expectations, role conception, role acceptance, and role performance. Each of these terms to be discussed in Chapter II of this study.
3. Role Conflict--The potential result of a discrepancy between role conception and role performance.
4. Role Definers--Groups of significant others who hold role expectations for VCCS Counselors. The three role definer groups in this study are VCCS Presidents, Deans of Student Services, and Faculty.
5. President--The chief administrative officer at each of the 23 member colleges of the VCCS.
6. Dean of Student Services--The chief administrative officer of the student services division of the college.
7. Counselor--A professional, full-time student-personnel worker listed as "Counselor" on the September 1973 VCCS payroll.

8. Faculty Member--A full-time faculty member listed on the September 1973 VCCS payroll.

9. Counselor Functions--The 11 counselor functions selected for rank ordering by the respondents participating in this research; these are:

a. Academic Advisement and Program Planning Counselor Function--Providing information to students, after admission to a curriculum, pertinent to selection of courses, occupational prerequisites, transfer requirements, career information, effective study methods, academic progress, and other similar areas of student concern.

b. Admissions Counseling Counselor Function--Providing information associated with the induction of new students into college, such as interpreting test results, interpreting curricular requirements, and assisting in the selection of courses prior to admission to a curriculum.

c. Financial Aids Counselor Function--The administration of student loans, scholarships, part-time jobs, et cetera. Also, duties associated with budget management, solicitation of funds, and the securing of institutional grants.

d. Follow-up and Research Counselor Function--This function is limited to research, including follow-up techniques, which relate to the counseling program. Research studies unrelated to the counseling program are not to be included.

e. Group Counseling Counselor Function--Small group counseling activities, with reference to any of the listed counselor functions.

Large, highly structured activities such as orientation or personal development classes would not be included in this counselor function.

f. Information Counselor Function--The collecting, collating, and storing of information concerned with occupation, career, and associated subject matter.

g. Orientation Counselor Function--Providing information to students new to the college milieu, such as registration, familiarization with college rules and procedures, development of effective study skills, and familiarization with college personnel and other students.

h. Personal-Social Counseling Counselor Function--Assisting students to clarify basic values, attitudes, interests, and abilities, and to identify and resolve problems.

i. Placement Counselor Function--The placement of qualified graduates and other students terminating their college training in appropriate employment. Both vocational and academic transfer placement are included in this counselor function.

j. Testing Counselor Function--The measurement of student aptitudes, interests, achievements, and personality factors. This function includes only the administering and scoring of the measurement instrument.

k. Other Counselor Function--Any counselor function not included in the 10 specific counselor functions listed.

10. Counselor Preferred Functions--The responses counselors record of how they think the 11 counselor functions should be ranked in order of priority to best satisfy the needs of the students.

11. Counselor Experience Functions--The responses counselors record for how, under actual circumstances, the 11 counselor functions are ranked in order of their priorities experienced by the counselor in the accomplishment of his assigned responsibilities.

12. President's Preferred Counselor Functions--The responses the presidents record for how they think the 11 counselor functions should be ranked in order of priority to best satisfy the needs of the students.

13. Dean's Preferred Counselor Functions--The responses the Deans of Student Services record for how they think the 11 counselor functions should be ranked in order of their priorities to best satisfy the needs of the students.

14. Faculty Preferred Counselor Functions--The faculty responses recorded concerning how they think the 11 counselor functions should be ranked in order of priority to best satisfy the needs of the students.

Analysis of the Data

To evaluate the initial hypothesis of this study, to determine if the represented groups internally agreed upon their rank ordered priorities, the Kendall Coefficient of Concordance Method was utilized to analyze the data. As discussed in Galfo and Miller (1970, pp. 223-225), the Kendall Coefficient W is based upon the deviation of each participant's rank ordering from the mean rank ordering of all participants' rank ordering within a specified group. If there is no agreement among grouped participants, a zero value is possible for W . If the groups are in complete agreement on the rank ordering

of counselor functions, a \bar{W} value of unity is possible. For randomly sampled groups from a larger population, the significance of an observed \bar{W} may be tested by hypothesizing null and assuming any deviation from a zero value for \bar{W} will be due to chance. The statistic $K(n-1)\bar{W}$ is used to test the significance of \bar{W} where K is the number of group participants and n is the number of counselor functions rank ordered by the participants, 11 in this research. The coefficient \bar{W} tends to be distributed as Chi-Square with $n-1$ degrees of freedom, and can be evaluated at the confidence level desired. Rejection of the null hypothesis indicates some agreement, not due to chance, of opinion exists within the participating group evaluated. The importance of correctly interpreting the data at this juncture caused the level of confidence for this statistical test to be evaluated at the .01 level. Rejection of the null hypothesis at the .01 level of confidence provided reasonable assurance that the group agreement was not due to chance incurred by the sample selection process. The alternate possible error, introduced by placing the level of confidence at the .01 level, of accepting the null hypothesis when it should have been rejected was considered to be an acceptable risk due to the nature of the evaluation.

To evaluate the remaining two hypotheses of the study, the assumption was made that the data may be considered as parametric interval data. The rationale for this assumption is that the data, obtained from qualitative evaluations expressed in 11-point rank orderings, is quite similar to data which would be obtained from quantitative scored evaluations on an established scale. Both

H_2 and H_3 were evaluated by Simple Analysis of Variance tests as discussed in Yamane (1964, pp. 622-635). The significance of the computed F statistic was evaluated at the .05 level, with each significant F also checked at the .01 level. In the evaluation of H_2 , a significant F among the four groups was further investigated by individual t tests between paired data at the .05 level as discussed by Yamane (pp. 482-492).

Summary

In the literature, the recent growth of community colleges is noted and equated with the emergence of the high schools during the 1900-1950 period. The open door admissions policy of community colleges invites a diverse student population. Community college leaders accept the viewpoint that a special need for good counseling exists within this diverse student population. However strong this need, an extensive study of community colleges during the 1961-1963 period concluded that the counseling and guidance functions of student personnel work were inadequately provided for by a majority of the 123 colleges investigated. Cited as a major cause for these inadequate counseling and guidance programs was the lack of clarity of the junior/community college counselor's role. How applicable are the findings contained in the 1961-1963 study within the present VCCS? This is the major question addressed in this study. The rapid development of the VCCS, from a single college in 1966 to a 23-college system in 1974, allowed no opportunity for institutional investigations of this matter. This study was designed to

identify and evaluate the role of the VCCS Counselor. A theoretical human behavior role model and 11 selected counselor functions were utilized to obtain data from four professional groups within the VCCS to meet the objectives of the study. The study hypothesizes that, although significant internal agreement exists within the four participating groups, significant differences exist among these groups with regard to their perception of the role of the VCCS counselor. In addition, the incumbent VCCS Counselor's preferred rank ordering of these 11 functions is hypothesized to significantly differ from their rank ordering based upon VCCS experience. Data to statistically evaluate these hypotheses were obtained by the questionnaire method, utilizing an instrument closely resembling that of a previous similar study conducted on a national basis. A total of 242 VCCS Administrators, Faculty, and Counselors were requested to participate in this research.

Chapter II

LITERATURE REVIEW

Introduction

In this chapter, selected literature concerned with the community/junior/2-year college counselor's role was reviewed. For the purposes of this research, the terms "community-," "junior-," and "2-year-" college are interchangeable.

The purpose of this review was to obtain information so that this research could be designed to produce meaningful and useful information to add to the basic literature. The remaining subheadings of this chapter consist of the following four questions, the answers to which were sought from the literature:

How good is community college counseling?

What is a role?

What should a community college counselor do?

What is the role of the community college counselor?

How Good Is Community College Counseling?

Although little is written about evaluations of community college counseling, the literature abounds with evaluations of community college student personnel programs. Since the counselor is considered to be the keystone and integral member of student personnel organizations, a sampling of these evaluations will be reviewed in search of an answer to the question, How good is community college counseling?

Medsker (1960, pp. 141-168) reported on a study he conducted during 1956-1957 which included the examination of the student personnel programs at 73 2-year colleges. These examinations were conducted through interviews with officers of the visited college and, usually, through a detailed questionnaire completed by the college officials in advance of the visit. The conclusions of Medsker with regard to observed shortcomings were:

1. Many institutions lack policy formulation, planning, and professional direction of the program. . . .
2. The counseling program in many institutions is inadequate. . . .
3. Little research is conducted which enables the two-year college to obtain facts about their students. . . .
4. Two-year colleges make only limited effort to evaluate the student personnel program. . . . (pp. 162-165)

Thornton (1972) wrote that, in his opinion, no community college had in operation a complete student personnel program.

Thornton defined a complete program to include:

the guidance service with its multitude of functions; special student services; student activities; placement and follow-up services; records, research, and evaluation; and an administrative agency to carry out these services.
(pp. 262-263)

With regard to the viewpoints of others regarding community college student personnel programs, Thornton summarized the literature: "evaluations of personnel practices, either within single institutions

or more broadly sampled, consistently report dissatisfaction with the scope of the program in relation to the need" (p. 263). Perhaps it was this universal dissatisfaction with community college personnel programs which led to the most comprehensive study reported in the literature. For 2 years, 1963-1965, the National Committee for Appraisal and Development of Junior College Student Personnel Programs evaluated the programs of 123 2-year colleges. The Committee, under the chairmanship of T. R. McConnell of the University of California, was appointed by the American Association of Junior Colleges following a grant from the Carnegie Corporation in August 1963. The report of this 2-year evaluation, Junior College Student Personnel Programs: Appraisal and Development (1965), is known in the literature as the Raines Report after Max R. Raines, the staff director of the nationally prominent committee charged with the responsibility to conduct the study. Collins (1967) provided the literature with a "reader's version" of the 260-page Raines Report. As reported by Collins, the objectives of the study were as follows:

Stripped of all the necessary but complicating details, the study had two simple aims: to evaluate present junior college personnel programs and to study the preparation of junior college personnel specialists. Put even more concretely, the objectives were to see if student personnel workers were doing what the experts said they should be doing and to see if they were being properly prepared to do what they were supposed to do. (p. 17)

The college sample used for the evaluation consisted of 49 community

colleges with enrollments greater than 1,000 students (defined as large colleges) and 74 colleges with less than 1,000 students (defined as small colleges). The proportionate number of large and small community colleges were selected so as to be representative of the national distribution of large and small community colleges within each of seven regions into which the continental United States had been divided. The sample college population was found to resemble closely the total community college population on a variety of variables not used in the stratification process, including age, type of control, and accreditation. The data were obtained both by questionnaire and interview methods. Interview data were the prime data collection device for the 49 large colleges, which were considered by the researchers to be studied more intensively than the 74 small colleges. In the case of the large colleges, 12 student personnel experts were assigned to colleges at which they were to conduct controlled interviews and collect data. Prior to the data collection, the 12 experts participated in five days of intensive training on the development, use, and field testing of a standard interview guide and in the establishment of comparable criteria for making evaluative judgments. Included in this training was a review of assigned colleges by each of the 12 experts. Actual data were obtained at the large colleges during a single day of interviewing an average of seven staff members. On the basis of these controlled interviews, objective ratings and a comprehensive narrative report were prepared on each of the 49 large colleges visited. All data collected at the 74 small colleges were by the

questionnaire method.

The findings of the Raines Report (1965) were negative. Collins (1967) assessed these findings as they related to the evaluation of student personnel programs with the following:

among the forty-nine large junior colleges studied, only 25 percent were judged to be performing even two-thirds of the basic personnel functions in a satisfactory manner. Less than half of these colleges were providing the most crucial counseling and guidance services at a performance level meriting the rating of "satisfactory." If these depressing figures are projected out to cover the national scene, it can be conservatively estimated that a half million junior college students are being deprived of adequate counsel. In a period when rapidity of technological change makes career planning a nightmare of complexity, it was found that few if any of the junior colleges were providing occupational information in more than a nominal fashion. If the colleges had initiated programs to correct these most grievous faults, a truly optimistic note could be sounded. The fact is that nine out of ten of the junior colleges studied were doing little, if anything, in systematic self-study directed toward corrective in-service training. (p. 32)

Clarity of staff roles was identified as an institutional characteristic directly related to the effectiveness of community college student personnel programs, as discussed by Collins:

Clarity of staff roles was one of the most significant

variables distinguishing the twelve strongest from the twelve weakest student personnel programs. It may well have been the lack of clarity of staff roles in many of the junior colleges which accounted for the strange lack of relationship between effectiveness of performance and administrative responsibility (evaluators' ratings of "satisfactory," "mediocre," and "unsatisfactory" versus the administrative classifications of "primarily student personnel," "student personnel and other division," and "non-student personnel"). If, in fact, professional workers are unsure of what is expected of them, they will tend to do each other's tasks or leave some tasks undone, and in this confusion, effectiveness of performance will, no doubt, be unrelated to administrative division. At any rate, it can be stated without equivocation that clarity of staff roles is an essential institutional characteristic and colleges desiring effective programs had better look to it. (p. 28)

It is the intent of this research to respond to Collins' viewpoint as it would apply to the role of the VCCS counselor.

What Is Role?

Prior to addressing the role of the VCCS Counselor, a workable definition of role must first be obtained. Conceptual definitions of the term "role" are almost as numerous as there are role theorists. Nieman and Hughes (1951) have observed:

The concept of role is at present still rather vague, nebulous, and nondefinitive. Frequently in the literature, the concept

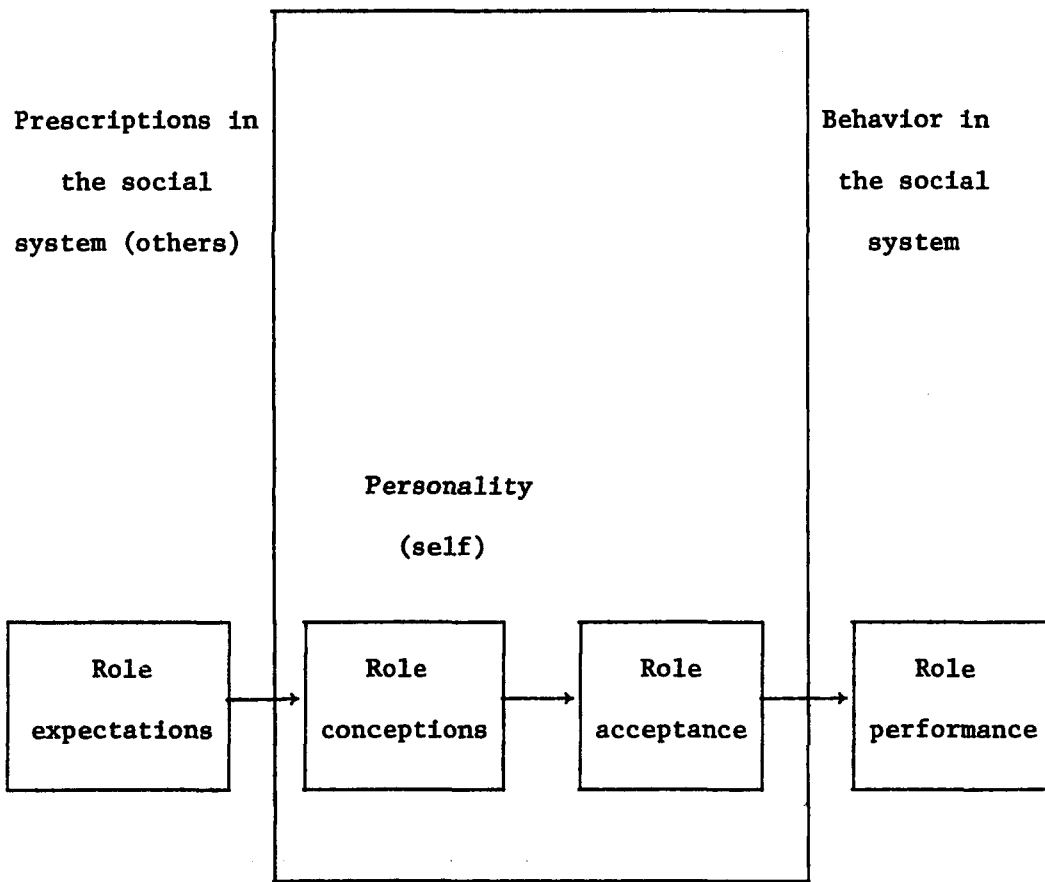
is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus. . . . (p. 149)

Causing the situation is the use of the term "role." In the English language, role has been used as a generic word rather than as a concept from the behavioral sciences. It is often vaguely described as what one does. Bentley (1968, p. 76) defines role as an inclusive term consisting of role expectations, role conceptions, role acceptance and role performance. As discussed in Chapter I, this is the concept of role adapted for use in this research. Figure 1, repeated from Chapter I, pictorially depicts role as it is related to events which occur within the social system and events which occur within the individual.

Role expectations, located in the Social System, are defined by Getzels, Lipham and Campbell (1968) as follows:

Roles are defined in terms of role expectations. A role has certain normative obligations and responsibilities, which may be termed "role expectations" and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role. The expectations define for the actor, whoever he may be, what he should or should not do as long as he is the incumbent of a particular role. (p. 153)

Sarabin (1954, p. 227) states that when role expectations are ambiguous, role conflicts are likely to occur. Role conflict is also likely



Note. Data from Bentley (1968). [P. 76.]

Figure 1. Role behavior model.

to occur when the actions of a role incumbent differ appreciably from the role expectations of those who directly influence this role.

Role conceptions, located within the role incumbent's personality, are the role incumbent's internalized expectations of how the role should be performed. Bentley (1968) wrote of role conceptions thus:

Role conceptions, like role expectations, are bicameral: certain rights or privileges, as well as certain obligations or duties, are perceived by the individual as pertaining to his position. Thus a wide discrepancy may exist between the individual's perception of his rights and duties and those held by others to be part of his particular position.
(p. 75)

Role acceptance is located within the role incumbent's personality. Role acceptance determines the degree to which role incumbents accept the way their activities are defined by others and conceived by themselves.

Role performance, located in the Social System, describes the role incumbent's actual role behavior. As the "end product" of the model of Figure 1, role performance is determined by each of the other role elements.

What Should a Community College Counselor Do?

Prior to any assessment of the role of the community college counselor, a list of acceptable counselor functions must first be identified. It has been the lack of acceptance among professionals within the community college of common counselor functions which has

been a major cause of the previously discussed confusion surrounding the counselor's role. A virtual plethora of functions have been identified in the literature as being legitimate student personnel responsibilities; however, until 1965, no research was concerned with the question of how acceptable these functions were to the professionals within the community college environment. It was the Raines Report (1965) which first reported professional acceptance data along with student personnel function data. Later writers, Osorno (1972) and Giampocaro (1970) utilized the Raines Report (1965) data to focus upon staff agreement of those student personnel functions which were considered to be community college counselor responsibilities.

A review of McDaniel's (1962) work serves as a good example of early attempts to identify community college student personnel functions. McDaniel, conducting research for the American Association of Junior Colleges, reported the following as being student personnel functions:

- 1) Informing in-coming students.
- 2) Helping students make appropriate educational and vocational plans.
- 3) Helping students choose best levels in courses.
- 4) Registering students.
- 5) Orienting new students.
- 6) Helping students resolve individual problems of housing, finances, and health.
- 7) Helping students to perform at optimal levels in

courses.

8) Helping students with personal problems.

9) Helping students select and transfer to next destination.

10) Testing and test interpretation.

11) Counseling.

12) Record keeping.

13) Conducting institutional research on student characteristics.

14) Evaluating personnel practices and instruments.

15) Encouraging student activity. (p. 17)

The Raines Report (1965) identified, and operationally defined, the following 21 functions as being essential practices of community college student personnel programs.

Orientation Functions

1. Precollege Information: Dissemination of information by brochures, counselor visitations, on-campus visits, conferences, direct correspondence, etc. to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.

2. Student Induction: Geographical, academic, social, attitudinal, and other psychological orientation of the student to the college. Preferably, this orientation should

be intermittent throughout the spring and summer period prior to initial enrollment.

3. Group Orientation: All information-giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.

4. Career Information: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures and references, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.

Appraisal Functions

5. Personnel Records: Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development. These records should be comprehensive, pertinent, accurate, and should be widely but discreetly disseminated.

6. Educational Testing: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive

characteristics and tone or climate of the institution.

(6a.) **Basic Skill Diagnosis:** Evaluation of past record and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses of varying levels of difficulty.

Coordination with instruction in these fields remains integral to this service.

7. **Applicant Appraisal:** Subsumes all devices, such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff inquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility to effect proper placement and to assist students toward the self-knowledge needed for decision making and planning.

Consultation Functions

8. **Student Counseling:** Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision making; formulating vocational-educational plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more intensive and deep-seated personal problems.

9. **Student Advisement:** Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of

concern to students. The depth level of advisement will depend on whether it is done by the professional counselor or by the faculty adviser.

10. Applicant Consulting: Giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission.

Participation Functions

11. Co-Curricular Activities: Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups--all co-curricular activities which contribute to educational growth and development.

12. Student Self-Government: Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

Regulation Functions

13. Student Registration: Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes. These key functions are performed by the registrar but under the supervision of the chief administrator of student personnel.

14. Academic Regulation: Enforcing probation policies, evaluating graduation eligibility, handling cases of student infraction of the college rules, interviewing terminated students or probationers petitioning for readmission. These and other semipunitive duties fall within the scope of student personnel but need not be done by those doing relationship counseling.

15. Social Regulation: Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities and for the operation of on-campus living facilities.

Service Functions

16. Financial Aids: Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money. Specialists within student personnel are needed to perform these tasks.

17. Placement: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.

Organizational Functions

18. Program Articulation: For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

19. In-Service Education: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments and periodic summer workshops or other review and updating seminars.

20. Program Evaluation: Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.

21. Administrative Organization: To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college. (pp. 13-15)

Demonstration that basic student personnel functions were definable was considered by Collins (1967, p. 19) to be the most significant

contribution of the study.

Osorno (1972), whose research will be reviewed in the next section of this chapter, found Iowa counselor role consensus existed for approximately less than half of the 21 functions identified in the Raines Report (1965). In his investigation of the community college counselor's role on a national basis, Giampocaro (1970) extracted from the literature those student personnel functions considered to be the prime responsibility of the counselor. Giampocaro's listing of counselor functions are as follows.

1. Admissions Counseling: Admissions or applicant counseling duties are associated with such areas as interpreting test results to applicants, interpreting curricular requirements and assisting students in the selection of courses.
2. Personal-Social Counseling: Personal counseling may include educational, vocational, social and emotional areas.
3. Orientation: Typical functions may include any of the following:
 - a. Registration
 - b. Proper selection of courses
 - c. Familiarization with college rules and procedures
 - d. Making first acquaintances with college personnel and other students
4. Testing: This area includes only the amount of time utilized in testing and scoring of the instruments. The

interpretation of the results should be included in other areas such as admissions counseling, personal-social counseling, group counseling and the like.

5. Financial Aids: Employment, loans and scholarships are typical functions within the area of financial aids.

6. Information: Occupational, career and other types of information are included in this area. The amount of counselor time devoted to collecting, collating and utilizing information with or for students should be considered.

7. Follow-up and Research: Only the amount of time expended on research activities which relate to the counseling program are to be considered.

8. Academic Advisement and Program Planning: For the purposes of this study, academic advisement and program planning occurs after admissions to a curriculum.

9. Placement: Both vocational and academic transfer placement are included under this area.

10. Group Counseling: Small group counseling activities with reference to any of the above variables. (p. 91)

Giampocaro's research will be discussed in greater depth in the following section of this chapter.

What should the counselor do? The literature has recorded a circuitous path to provide a meaningful answer to this question. The Raines Report (1965) provided a quantum step in this process with the establishment of student personnel functions within which all community college counselors may normally be expected to operate. The

later work of Osorno (1972) and Giampocarò (1970) focused on the counselor's activities within the student personnel area defined by Raines. With the results of these studies in hand, researchers may proceed within an established framework when conducting the necessary local investigations of the role of the counselor within a given area or community college system.

What Is the Role of the Community College Counselor?

The Raines Report (1965) alerted community college educators to the inadequacies of student personnel programs. The listing of the 21 student personnel functions and the recommendation to clarify staff roles influenced researchers to investigate staff responsibilities, including those of the counselor, within the community college.

Osorno (1972) wrote his doctoral dissertation on research conducted to determine, in part, the perceptions of counselor functions held by administrators, counselors, and faculty members of community colleges and vocational-technical schools in Iowa. Osorno sought to ascertain these perceptions with respect to the existing and future functions of Iowa counselors. Participating in this research were a total of 465 administrators, counselors and instructors randomly selected to represent each vocational-technical school and community college in the Iowa System. The instrument of Osorno's research included a listing, with operational definitions, of the 21 student personnel functions from the Raines Report. The participants were asked to evaluate each of the 21 personnel functions in terms of a 6-point judgmental scale, ranging from "completely

agree" to "completely disagree," with four intermediary points, whether a given function was currently a responsibility of counselors within their institutions. The participants then provided another judgmental evaluation, on the same 6-point scale, concerning whether a given function should be a future responsibility of counselors within their institutions. Group agreement was defined by Osorno (p. 47) as being demonstrated when more than 75% of a group indicated one of the three "agreement" ratings that a personnel function was, or should be in the future, a responsibility of the counselor. The following is a summary of the findings of the study which, in Chapter III, will be included in a discussion of the results of this research.

1. Administrators, N = 85

A consensus of Administrator agreement was reported for the following student personnel functions, current and future, being the responsibility of the Counselor within the Iowa System:

Current functions	Percent of Administrators in agreement
Applicant consulting	97.8
Student counseling	96.5
Educational testing	91.8
Student induction	90.6
Program evaluation	90.6
Student advisory	88.2
Precollege information	88.2
Applicant appraisal	85.9

Group orientation	83.6
Personnel records	82.3
Career information	81.1
Graduate placement	77.6
Financial assisting	75.4

Future functions	Percent of Administrators in agreement
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Student counseling	98.8
Applicant consulting	96.4
Educational testing	95.2
Program evaluation	94.1
Student advisory	91.8
Precollege information	88.2
Student induction	88.2
Applicant appraisal	87.0
Career information	87.0
Group orientation	84.7
Graduate placement	82.3
Administrative organization	80.0
Personnel records	79.0
Financial assisting	76.4

2. Counselors, N = 76

A consensus of Counselor agreement was reported for the following student personnel functions, current and future, being the responsibility of the Counselor within the Iowa System:

Current functions	Percent of Counselors in agreement
-------------------	------------------------------------

Applicant consulting	94.7
Student counseling	94.7
Student advisory	90.8
Educational testing	88.2
Precollege information	85.5
Career information	82.9
Personnel records	78.9
Applicant appraisal	76.3
Program evaluation	76.3

Future functions	Percent of Counselors in agreement
------------------	------------------------------------

Student counseling	98.7
Applicant consulting	96.1
Career information	89.4
Student advisory	88.1
Group orientation	86.8
Educational testing	85.4
Program evaluation	84.3
Precollege information	78.9

3. Instructors, N = 304

A consensus of Instructor agreement was reported for the following functions, current and future, being the responsibility of the Counselor within the Iowa System:

Current functions	Percent of Instructors in agreement
Applicant appraisal	88.2
Student counseling	88.2
Educational testing	88.1
Applicant consulting	86.6
Precollege information	85.2
Personnel records	84.6
Student advisory	78.7
Program evaluation	75.3
Future functions	Percent of Instructors in agreement
Student counseling	93.8
Applicant consulting	93.4
Education testing	91.8
Precollege information	89.8
Student advisory	88.8
Career information	87.5
Program evaluation	87.5
Personnel records	86.6
Applicant appraisal	84.1
Student induction	79.7
Graduate placement	78.9
Group orientation	78.6

Osorno (1972) concluded that within the Iowa Area vocational-technical schools and community colleges:

1. Area school administrators as a group perceived counselors currently performing more functions than are currently perceived by counselors and instructors.

2. There is agreement among administrators and instructors that the counselor should be responsible for more functions in the future.

3. Area school counselors are currently involved with functions related to admission, registration, records, placement, financial aids, student activities, as well as guidance and counseling.

4. The fact that administrators, counselors, and instructors did not agree on whether the counselor should be responsible for many of the current and future functions, indicated that a more precise role definition regarding the counselor's function was needed. (pp. 148-149)

Giampocaro (1970) reported the findings of a national investigation of the role of the community college counselor. This research was designed, as was Osorno's (1972), to ascertain the perceptions of counselor functions by various professional groups within the community college. The instrument of Giampocaro's (1970) research included a listing of 10 specific counselor functions and 1 nonspecific function, for a total of 11 counselor functions. Respondents completed the instrument by assigning percentages of counselor time which, in the respondent's opinion, should be devoted to the specific counselor function. In addition to their judgmental responses, counselors completed the instrument a second time where

assignment of counselor time was to be based on actual experience factors within the community college. Data were obtained from 70 randomly selected colleges throughout the nation. The usable data consisted of the perceptions of 65 presidents, 62 deans of student services and 218 counselors.

Following is a summary of Giampocaró's (1970) research which, in Chapter III, will be included in a discussion of the results of this research.

1. Presidents, N = 65

The mean data provided by participating Presidents indicated that community college counselors ideally should proportion their time as follows:

Counselor functions	Ideal percent time spent
Academic advisement	20.0
Personal social counseling	17.7
Admissions counseling	13.3
Placement	8.4
Group counseling	8.2
Orientation	6.9
Career information	6.3
Testing	6.1
Follow-up research	5.8
Financial aids	4.3
Other	3.0

2. Deans of Student Services, N = 62

The mean data provided by participating Deans indicated

that community college counselors ideally should proportion their time as follows:

Counselor function	Ideal percent time spent
Personal-social counseling	20.0
Academic advisement	19.5
Admissions counseling	11.0
Placement	9.7
Orientation	8.0
Group counseling	6.4
Other	5.8
Follow-up research	5.1
Testing	5.0
Career information	5.0
Financial aids	4.5

3. Counselors, N = 128

The mean data provided by participating Counselors indicated that they, as community college counselors, ideally and actually proportion their time as follows:

Counselor function	Ideal percent	Actual percent
Personal-social		
counseling	25.9	17.2
Academic advisement	15.0	22.4
Group counseling	10.6	3.7
Admissions counseling	10.3	13.3
Placement	8.2	8.2
Career information	7.0	8.5

Follow-up research	6.8	3.6
Orientation	5.7	7.3
Testing	3.8	4.1
Other	3.9	6.8
Financial aids	2.7	5.9

Giampocaro concluded:

1. Placement was the only counselor function which demonstrated complete role consensus.
2. Counselors wish a shift of emphasis for several areas of their activities.
3. There was a polarization or dichotomy of views between counselors and the administration.
4. There was more role consensus than lack of consensus demonstrated by this study. (pp. 78-79)

Summary

This literature review was conducted, on a selective basis, to establish a foundation of previous research upon which the design of this study could be logically developed to obtain information which would be a meaningful addendum to the basic literature. The findings of completed research repeatedly indicated that the role of the community college counselor was unclear, causing a degradation of role effectiveness. A theoretical human behavior role model and 11 previously tested counselor functions were identified from the literature to serve as a basis about which this research was designed. The studies of previous researchers, concerned with the role of community college counselors, were reviewed to establish a data base

with which the findings of this VCCS study could be comparatively evaluated.

Chapter III

ANALYSIS OF THE FINDINGS

Introduction

During Spring 1974 the questionnaire packet (Appendix B) was mailed to all VCCS Presidents, Deans of Student Services and randomly selected VCCS Counselors and Faculty. It is the purpose of this chapter to present the data obtained from the returned instruments and the analyses utilized to evaluate the three hypotheses of the study. Evaluated in null form, these hypotheses were:

H₁--Within each of the represented groups of this study, there exists no significant agreement of opinion with regard to the role of the VCCS Counselor as expressed by rank ordering of the 11 counselor functions of the study.

H₂--Among the represented groups of this study there exists no significant differences with regard to their preferred rank ordering of each of the 11 counselor functions.

H₃--No significant differences exist between Counselor's Preferred rank ordering of each of the 11 functions of the study and the Counselor's rank ordering of these functions based upon their VCCS experience.

The remaining three sections of this chapter address the evaluations of the three hypotheses. Where applicable, the results of previous research are included.

H₁ Evaluation

Twenty usable instruments, 87%, were returned from the 23 VCCS Presidents requested to participate in this research. These returns are considered to be, on a time basis, a random sample of all VCCS Presidents. These data are presented in Table 3.

A Kendall Coefficient of Concordance \underline{W} of .467, $p < .01$ was calculated for the data reported in Table 3. The significance of \underline{W} was adequate to reject null and conclude that the VCCS Presidents exhibited a degree of agreement of opinion, not due to chance, with regard to their preferred role for the VCCS Counselor.

Twenty-two usable instruments, 96%, were returned by the 23 VCCS Deans requested to participate in this research. These returns are considered to be, on a time basis, a random sample of all VCCS Deans. These data are presented in Table 4.

A Kendall Coefficient of Concordance \underline{W} of .528, $p < .01$ was calculated for the data reported in Table 4. The significance of \underline{W} was adequate to reject null and conclude that the VCCS Deans exhibited a degree of agreement of opinion, not due to chance, with regard to their preferred role for the VCCS Counselor.

One-hundred twenty-nine usable instruments, 88%, were returned from the 146 randomly selected VCCS Faculty requested to participate in this research. These data are presented in Table 5.

A Kendall Coefficient of Concordance \underline{W} of .450, $p < .01$, was calculated for the data reported in Table 5. The significance of \underline{W} was adequate to reject null and conclude that the VCCS Faculty

Table 3

Virginia Community College System

Presidents' Preferred

Priorities

(N = 20)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Academic advisement											
and program planning	3	5	1	4	1	1	1	2	0	2	0
Admissions											
counseling	7	7	5	0	0	1	0	0	0	0	0
Financial aids	0	0	1	3	4	1	3	2	2	4	0
Follow-up and											
research	0	0	0	0	2	0	5	2	5	6	0
Group counseling	1	0	4	3	0	5	2	1	4	0	0
Career counseling											
information	4	3	2	4	3	0	2	2	0	0	0
Orientation	1	2	2	2	5	4	3	1	0	0	0
Personal-social											
counseling	1	2	1	1	3	4	2	3	0	3	0
Placement	1	1	1	0	2	2	1	3	6	3	0

Table 3 (Continued)

[illegible]

Table 4

Virginia Community College System

Deans' Preferred Priorities

(N = 22)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Academic advisement											
and program planning	4	8	1	0	0	1	0	1	3	2	2
Admissions											
counseling	12	3	3	3	0	1	0	0	0	0	0
Financial aids	0	1	0	1	7	2	1	3	1	6	0
Follow-up and											
research	0	0	0	0	0	2	5	4	3	7	1
Group counseling	1	1	1	4	2	2	3	2	5	1	0
Career counseling											
information	2	5	7	4	1	2	0	1	0	0	0
Orientation	0	1	5	3	6	1	1	2	2	1	0
Personal-social											
counseling	3	2	5	4	2	2	1	1	0	1	1
Placement	0	0	0	2	0	3	9	4	4	0	0
Testing	0	1	0	1	4	6	2	4	1	3	0

Table 4 (Continued)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Other	0	0	0	0	0	0	0	0	3	1	18

Table 5
 Virginia Community College System
 Faculty Preferred Priorities
 (N = 129)

Counselor functions	Frequency of priority assignments (Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Academic advisement											
and program planning	21	25	25	13	9	6	6	6	5	10	3
Admissions											
counseling	72	28	4	7	4	5	3	1	3	1	1
Financial aids	1	5	10	11	22	15	17	12	10	26	0
Follow-up and											
research	0	0	3	4	5	9	19	25	32	32	0
Group counseling	0	4	8	12	15	9	14	19	25	21	2
Career counseling											
information	6	26	18	21	13	23	9	2	8	3	0
Orientation	4	9	19	21	18	10	13	19	10	3	3
Personal-social											
counseling	12	13	22	17	18	11	13	9	9	5	0
Placement	3	6	9	12	10	22	19	17	19	11	1
Testing	9	12	12	14	13	15	15	16	8	14	1

Table 5 (Continued)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Other	1	1	0	1	1	0	0	3	0	4	118

exhibited a degree of agreement of opinion, not due to chance, with regard to their preferred role for the VCCS Counselor.

Forty-three usable instruments, 86%, were returned from the 50 randomly selected VCCS Counselors requested to participate in this research. In addition to preferred rank ordered data, participating counselors were requested to provide rank ordered data based upon their experience within the VCCS. Tables 6 and 7 provide these data.

A Kendall Coefficient of Concordance \underline{W} of .500, $p < .01$, was calculated for the data reported in Table 6. The significance of \underline{W} was adequate to reject null and conclude that the VCCS Counselors exhibited a degree of agreement of opinion, not due to chance, with regard to their preferred role for the VCCS Counselor.

A Kendall Coefficient of Concordance \underline{W} of .606, $p < .01$, was calculated for the data reported in Table 7. The significance of \underline{W} was adequate to reject null and conclude that the VCCS Counselors exhibited a degree of agreement of opinion, not due to chance, with regard to their role within the VCCS as based upon experience.

Summary--evaluation of H_1 . To evaluate the initial hypotheses of the study, the Kendall Coefficient of Concordance method was used to interpret the data. Table 8 shows these summary results. For all groups listed in Table 8, the significance of \underline{W} was adequate to reject null. It was therefore concluded that significant agreement of within-group opinion, not due to chance, exists with regard to the

Table 6

Virginia Community College System

Counselors' Preferred

Priorities

(N = 43)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Academic advisement											
and program planning	2	11	10	5	5	1	5	1	0	2	1
Admissions											
counseling	17	5	9	5	1	4	0	1	1	0	0
Financial aids	1	3	4	3	6	5	2	8	8	3	0
Follow-up and											
research	0	0	0	2	2	1	5	10	7	15	1
Group counseling	0	5	4	3	3	5	9	5	5	4	0
Career counseling											
information	6	9	6	7	5	1	3	1	3	2	0
Orientation	1	0	2	8	9	8	5	6	3	1	0
Personal-social											
counseling	15	6	5	1	5	4	6	1	0	0	0
Placement	0	1	0	4	4	9	5	3	8	9	0

Table 6 (Continued)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Testing	1	2	2	5	4	5	3	7	7	7	0
Other	0	0	1	0	0	0	1	0	0	0	41

Table 7

Virginia Community College System

Counselors' Experience

Priorities

(N = 43)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Academic advisement											
and program planning	11	17	6	2	5	1	1	0	0	0	0
Admissions											
counseling	26	12	0	2	1	2	0	0	0	0	0
Financial aids	0	4	5	6	5	10	3	3	4	2	1
Follow-up and											
research	0	0	1	0	1	1	6	4	11	16	3
Group counseling	0	1	2	1	0	5	8	5	11	9	1
Career counseling											
information	0	2	7	6	3	9	3	9	2	2	0
Orientation	0	3	15	14	6	1	1	3	0	0	0
Personal-social											
counseling	6	0	3	9	9	2	9	1	1	2	1
Placement	0	0	0	0	5	6	11	7	4	9	1

Table 7 (Continued)

Counselor functions	Frequency of priority assignments										
	(Where #1 is highest, #11 is lowest priority)										
	1	2	3	4	5	6	7	8	9	10	11
Testing	0	3	2	3	7	4	1	11	9	2	1
Other	0	1	2	0	0	2	0	0	1	1	36

Table 8

 H_1 Evaluation Results

Data group	Kendall coefficient of concor- dance \underline{W}	Level of significance of \underline{W} greater than
Presidents' preferred ($\underline{N} = 20$)	.467	.01
Deans' preferred ($\underline{N} = 22$)	.528	.01
Faculty preferred ($\underline{N} = 129$)	.450	.01
Counselors' preferred ($\underline{N} = 43$)	.500	.01
Counselors' experience ($\underline{N} = 43$)	.606	.01

role of the VCCS Counselor as expressed by each group's rank ordering of the 11 counselor functions of the study.

H₂ Evaluation

Having accepted H₁ for all groups, and preparatory to evaluating H₂, mean assigned priorities were calculated for each of the preferred data groups. These results are shown in Table 9, where each counselor function is presented in order of decreasing priority as identified by inspection of the combined preferred data. H₂ was then evaluated for each of the 11 counselor functions in the following 11 tables.

From the results of Table 10, the null hypothesis was accepted and it was concluded that, with regard to Admissions Counseling, no significant differences of opinion existed among the four participating VCCS professional groups. The combined four group mean assigned preferred priority for this function was 2.3.

Results of previous research were:

Osorno (1972, pp. 89, 125)--"Applicant Consulting," a related function, was reported to be considered a future counselor responsibility by 96.4% of administrator respondents, 96.1% of counselor respondents and 93.4% of instructor respondents. $F(2,242) = 2.83$, NS, $\alpha = .05$.

Giampocaro (1970, p. 36)--"Admissions Counseling" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 12%, ranging from Counselors' 10.3% to Presidents' 13.3%, of a counselor's time should

Table 9
Mean Assigned Preferred
Priorities

Counselor functions	Role model elements			
	Role expectation data			Role conception data
	Presi- dents' pre- ferred (<u>N</u> = 20)	Deans' pre- ferred (<u>N</u> = 22)	Faculty pre- ferred (<u>N</u> = 146)	Counse- lors' pre- ferred (<u>N</u> = 43)
Admissions counseling	2.1	2.0	2.2	2.8
Career counseling information	3.9	3.4	4.5	4.2
Academic advisement and program planning	4.3	4.8	4.3	4.1
Personal-social counseling	6.0	4.4	4.9	3.4
Orientation	4.9	5.3	5.4	5.9

Table 9 (Continued)

Counselor functions	Role model elements			
	Role expectation data			Role conception data
	Presi-	Deans'	Faculty	Counse-
	dents'	pre-	pre-	lors'
	pre-	ferred	ferred	pre-
	ferred			ferred
	(<u>N</u> = 20)	(<u>N</u> = 22)	(<u>N</u> = 146)	(<u>N</u> = 43)
Group counseling	5.7	6.2	7.1	6.2
Testing	6.6	6.7	5.8	6.8
Financial aids	6.8	7.0	6.6	6.3
Placement	7.2	7.1	6.5	7.3
Follow-up and research	8.3	8.5	8.1	8.4
Other	10.5	10.7	10.7	10.7

Table 10
Admissions Counseling

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = 1.28,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	2.1	
Role expectation	Deans' preferred ($N = 22$)	2.0	
Role expectation	Faculty preferred ($N = 129$)	2.2	
Role conception	Counselors' preferred ($N = 43$)	2.8	

ideally be spent. $F(3,342) = 2.56$, NS, $\alpha = .05$.

From the results of Table 11, the null hypothesis was accepted and it was concluded that, with regard to this function, no significant differences existed among the four participating VCCS groups. The combined four group mean assigned preferred priority for this function was 4.0.

Results of previous research were:

Osorno (1972, pp. 90, 125)--"Career Information," a related function, was reported to be a future counselor responsibility by 87% of administrator respondents, 89.4% of counselor respondents and 87.5% of instructor respondents. $F(2,242) = .1$, NS, $\alpha = .05$.

Giampocaro (1970, p. 36)--"Career Information," a related function, was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 6%, ranging from Deans' 5% to Counselors' 7%, of a counselor's time should ideally be spent. $F(3,342) = 3.30$, $p < .05$.

From the results of Table 12, null was accepted and it was concluded that, with regard to this counselor function, no significant differences existed among the four participating VCCS professional groups. The combined four group mean assigned preferred priority for this function was 4.4.

Results of previous research were:

Osorno (1972, pp. 90, 125)--"Student Advisory," a related function, was reported to be considered a future counselor responsibility by 91.8% of administrator respondents, 88.1% of counselor respondents and 88.8% of instructor respondents. $F(2,242) = 1.31$,

Table 11
Career Counseling Information

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = 1.73,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	3.9	
Role expectation	Deans' preferred ($N = 22$)	3.4	
Role expectation	Faculty preferred ($N = 129$)	4.5	
Role conception	Counselors' preferred ($N = 43$)	4.2	

Table 12
Academic Advisement and
Program Planning

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = .30,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	4.3	
Role expectation	Deans' preferred ($N = 22$)	4.8	
Role expectation	Faculty preferred ($N = 129$)	4.3	
Role conception	Counselors' preferred ($N = 43$)	4.1	

NS, $\alpha = .05$.

Giampocaro (1970, p. 36)--"Academic Advisement and Program Planning" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 18%, ranging from Counselors' 15% to Presidents' 20%, of a counselor's time should ideally be spent. $F(3,342) = 5.90$, $p < .01$.

From the results of Table 13, the null hypothesis was rejected and it was concluded that the opinion of VCCS Counselors, with regard to this function, significantly differed from the opinions of VCCS Presidents and Faculty. The Counselors considered Personal-Social Counseling to be of higher priority.

Results of previous research were:

Osorno (1972, pp. 90, 125)--"Student Counseling," a related function, was reported to be considered a future counselor responsibility by 98.8% of administrator respondents, 98.7% of counselor respondents and 93.8% of instructor respondents. $F(2,242) = 14.0$, $p < .01$.

Giampocaro (1970, p. 36)--"Personal-Social Counseling" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 21%, ranging from Presidents' 17.7% to Counselors' 25.9%, of a counselor's time should ideally be spent. $F(3,342) = 10.35$, $p < .01$.

From the results of Table 14, the null hypothesis was accepted and it was concluded that, with regard to Orientation, no significant differences of opinion existed among the four participating VCCS professional groups. The combined four group mean assigned preferred

Table 13

Personal-Social Counseling

	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = 5.99,$ $p < .01$ (see t test below)
Role expectation	Presidents' pre- ferred ($N = 20$)	6.0	
Role expectation	Deans' preferred ($N = 22$)	4.4	
Role expectation	Faculty pre- ferred ($N = 129$)	4.9	
Role conception	Counselors' pre- ferred ($N = 43$)	3.4	
t test			
President--Counselor:	$t(61) = 3.60, p < .01$		
Faculty--Counselor:	$t(170) = 3.44, p < .01$		
All other pairs:	t not significant, $\alpha = .05$		

Table 14
Orientation

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = 1.06,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	4.9	
Role expectation	Deans' preferred ($N = 22$)	5.3	
Role expectation	Faculty preferred ($N = 129$)	5.4	
Role conception	Counselors' preferred ($N = 43$)	5.9	

priority for this function was 5.4.

Results of previous research were:

Osorno (1972)--No single related function was considered.

Giampocaro (1970, p. 36)--"Orientation" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 7%, ranging from Counselors' 5.7% to Deans' 8.0%, of a counselor's time should ideally be spent. $F(3,342) = 5.03, p < .05$.

From the results of Table 15, the null hypothesis was rejected and it was concluded that the opinion of VCCS Faculty members, with regard to Group Counseling, significantly differed from the opinions of VCCS Presidents and Counselors. The Faculty considered this function to be of lower priority.

Results of previous research were:

Osorno (1972)--No related function was included.

Giampocaro (1970, p. 36)--"Group Counseling" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 8.4%, ranging from Deans' 6.4% to Counselors' 10.6%, of a counselor's time should ideally be spent. $F(3,342) = 6.68, p < .01$.

From the results of Table 16, the null hypothesis was accepted and it was concluded that, with regard to Testing, no significant differences existed among the four participating VCCS groups. The combined four group mean assigned preferred priority for this function was 6.5.

Results of previous research were:

Table 15
Group Counseling

	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = 3.27,$ $p < .01$ (see t test below)
Role expectation	Presidents' pre- ferred ($N = 20$)	5.7	
Role expectation	Deans' preferred ($N = 22$)	6.2	
Role expectation	Faculty pre- ferred ($N = 129$)	7.1	
Role conception	Counselors' pre- ferred ($N = 43$)	6.2	
t test			
Faculty--President:	$t(147) = 2.37, p < .05$		
Faculty--Counselor:	$t(170) = 2.04, p < .05$		
All other pairs:	t not significant, $\alpha = .05$		

Table 16

Testing

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = 2.12,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	6.6	
Role expectation	Deans' preferred ($N = 22$)	5.7	
Role expectation	Faculty preferred ($N = 129$)	5.8	
Role conception	Counselors' preferred ($N = 43$)	6.8	

Osorno (1972, pp. 89, 125)--"Educational Testing," a related function, was reported to be a future counselor responsibility by 95.2% of administrator respondents, 85.4% of counselor respondents and 91.8% of instructor respondents. $F(2,242) = 5.15, p < .01$.

Giampocaro (1970, p. 36)--"Testing" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 5%, ranging from Counselors' 3.8% to Presidents' 6.1%, of a counselor's time should ideally be spent. $F(3,342) = 6.54, p < .01$.

From the results of Table 17, the null hypothesis was accepted and it was concluded that, with regard to this function, no significant differences existed among the four participating VCCS groups. The combined four group mean assigned preferred priority for this function was 6.7.

Results of previous research were as follows:

Osorno (1972, pp. 90, 125)--"Financial Assisting," a related function, was reported to be considered a future counselor responsibility by 76.4% of administrator respondents. Neither counselor nor instructor respondents data exhibited Osorno's required 75%, or greater, consensus that this function was considered to be a counselor responsibility. $F(2,242) = 21.83, p < .01$.

Giampocaro (1970, p. 36)--"Financial Aids" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 4%, ranging from Counselors' 2.7% to Deans' 4.5% of a counselor's time should ideally be spent. $F(3,342) = 2.30, NS, \alpha = .05$.

Table 17
Financial Aids

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = .45,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	6.8	
Role expectation	Deans' preferred ($N = 22$)	7.0	
Role expectation	Faculty preferred ($N = 129$)	6.6	
Role conception	Counselors' preferred ($N = 43$)	6.3	

From the results of Table 18, the null hypothesis was accepted and it was concluded that, with regard to Placement, no significant differences existed among the four participating VCCS groups. The combined four group mean assigned preferred priority for this function was 7.0.

Results of previous research were:

Osorno (1972, pp. 90, 125)--"Graduate Placement," a related function, was reported to be a future counselor responsibility by 82.3% of administrator respondents and 78.9% of instructor respondents. Counselor respondent data did not exhibit Osorno's required 75%, or greater, consensus that this function was considered to be a counselor responsibility. $F(2,242) = 6.11, p < .01$.

Giampocaro (1970, p. 36)--"Placement" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 9%, ranging from Counselors' 8.3% to Deans' 9.7%, of a counselor's time should ideally be spent. $F(3,342) = .60, NS, \alpha = .05$.

From the results of Table 19, the null hypothesis was accepted and it was concluded that, with regard to this function, no significant differences existed among the four participating VCCS groups. The combined four group mean assigned preferred priority for this function was 8.3.

Results of previous research were:

Osorno (1972, pp. 91, 125)--"Program Evaluation," a related function was reported to be a future counselor responsibility by 94.1% of administrator respondents, 84.3% of counselor respondents

Table 18

Placement

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = 1.63,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	7.2	
Role expectation	Deans' preferred ($N = 22$)	7.1	
Role expectation	Faculty preferred ($N = 129$)	6.5	
Role conception	Counselors' preferred ($N = 43$)	7.3	

Table 19
Follow-up and Research

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = .50,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	8.3	
Role expectation	Deans' preferred ($N = 22$)	8.5	
Role expectation	Faculty preferred ($N = 129$)	8.1	
Role conception	Counselors' preferred ($N = 43$)	8.4	

and 87.5% of instructor respondents. $F(2,242) = 3.53, p < .05$.

Giampocaro (1970, p. 36)--"Follow-up and Research" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 6%, ranging from Deans' 5.1% to Counselors' 6.8% of a counselor's time should ideally be spent. $F(3,342) = 3.15, p < .05$.

From the results in Table 20, the null hypothesis was accepted and it was concluded that the 10 specific counselor functions of this study, in the opinions of the four VCCS groups, encompassed the role of the VCCS counselor. The combined four group mean assigned preferred priority for this function was 10.7. Appendix C lists "Other" functions submitted.

Results of previous research were:

Osorno (1972)--No related function was included.

Giampocaro (1970, p. 36)--"Other" was reported to be considered by each of the three respondent groups as being a counselor function for which approximately 4.5%, ranging from Presidents' 3.4% to Deans' 5.8%, of a counselor's time should ideally be spent. These "other" counselor functions were not identified. $F(3,342) = .74, NS, \alpha = .05$.

Summary--evaluation of H_2 . Tables 10 to 20 show the evaluation of H_2 for each of the counselor functions included in this study. H_2 was supported for only two functions: Personal-Social Counseling and Group Counseling. Table 21, listing the functions in order of combined four group mean assigned priorities, shows these

Table 20

Other

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(3,210) = .29,$ not significant ($\alpha = .05$)
Role expectation	Presidents' preferred ($N = 20$)	10.5	
Role expectation	Deans' preferred ($N = 22$)	10.7	
Role expectation	Faculty preferred ($N = 129$)	10.7	
Role conception	Counselors' preferred ($N = 43$)	10.7	

Table 21

H₂ Evaluation Results

Counselor functions	Combined 4-group mean assigned preferred prior- ity \bar{X}	Analysis of variance F (3,210)
Admissions counseling	2.3	1.28 ^a
Career counseling information	4.0	1.73 ^a
Academic advisement and program planning	4.4	.30 ^a
Personal-social counseling	4.7	5.99, $p < .01$
Orientation	5.4	1.06 ^a
Group counseling	6.3	3.27, $p < .01$
Testing	6.5	2.12 ^a
Financial aids	6.7	.45 ^a
Placement	7.0	1.63 ^a
Follow-up and research	8.3	.50 ^a
Other	10.7	.29 ^a

^aNot significant, $\alpha = .05$.

summary results.

H₃ Evaluation

Table 22 shows the mean role conception data and mean role performance data obtained in this research. From this data, H₃ was evaluated as shown in the following 11 tables.

From the results in Table 23, the null hypothesis was rejected and it was concluded that, with regard to Admissions Counseling, significant differences existed between the VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. The Counselors reported that the function receives higher priority attention than, in their opinion, it should receive. These findings indicate a potential role conflict for VCCS Counselors.

Giampocaro (1970, p. 36) reported similar results with regard to national counselor data concerning Admissions Counseling. More time, approximately 13%, was reported as being spent on this function than the approximate 10% of a counselor's time considered by the counselors to ideally be required. $F(1,434) = 8.44, p < .01$.

From the results of Table 24, the null hypothesis was rejected and it was concluded that, with regard to Career Counseling Information, significant differences existed between the VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. The Counselors reported that the function receives lower priority attention than, in their opinion, it should receive. These findings indicate a potential role conflict for VCCS Counselors.

Giampocaro (1970, p. 36) reported, with regard to a related

Table 22

Mean Assigned Counselor Priorities

Counselor functions	Role model elements	
	Role con- ception data counselors' preferred (<u>N</u> = 43) ^a	Role perfor- mance data counselors' experience (<u>N</u> = 43) ^a
Admissions counseling	2.8	1.7
Career counseling information	4.2	6.1
Academic advisement and program planning	4.1	2.5
Personal-social counseling	3.4	5.2
Orientation	5.9	4.0
Group counseling	6.2	7.9
Testing	6.8	6.7
Financial aids	6.3	5.7
Placement	7.3	7.7
Follow-up and research	8.4	8.8
Other	10.7	10.1

^a Each of the 43 randomly selected Virginia Community College System

Table 22 (Continued)

Counselors assigned two priorities to each counselor function, one based upon preference and one based upon Virginia Community College experience.

Table 23

Admissions Counseling

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 8.42,$ $p < .01$
Role conception	Counselors' preferred ($N = 43$)	2.8	
Role performance	Counselors' experience ($N = 43$)	1.7	

Table 24

Career Counseling Information

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 20.29,$ $p < .01$
Role conception	Counselors' preferred ($N = 43$)	4.2	
Role performance	Counselors' experience ($N = 43$)	6.1	

function, Information, significant differences among national counselor data for different reasons. The counselors indicated that more time, approximately 8%, was being spent on this function than the approximate 7% of a counselor's time considered by the counselors to be ideally required. $F(1,434) = 6.51, p < .01$.

From the results of Table 25, the null hypothesis was rejected and it was concluded that, with regard to this counselor function, significant differences existed between the VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. The Counselors reported that the function receives higher priority attention than, in their opinion, it should receive. These findings indicate a potential role conflict for VCCS Counselors.

Giampocaro (1970, p. 36) reported similar results with regard to national counselor data concerning Academic Advisement and Program Planning. More time, approximately 22%, was reported as being spent on this function than the approximate 15% of a counselor's time considered by the counselors to ideally be required. $F(1,434) = 31.61, p < .001$.

From the results in Table 26, the null hypothesis was rejected and it was concluded that, with regard to Personal-Social Counseling, significant differences existed between VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. The Counselors reported that the function receives lower priority attention than, in their opinion, it should receive. These findings indicate a potential role conflict for VCCS Counselors.

Giampocaro (1970, p. 36) reported similar results with regard

Table 25
Academic Advisement and
Program Planning

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 12.23,$ $p < .01$
Role conception	Counselors' preferred ($N = 43$)	4.1	
Role performance	Counselors' experience ($N = 43$)	2.5	

Table 26

Personal-Social Counseling

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 12.66,$ $p < .01$
Role conception	Counselors' preferred ($N = 43$)	3.4	
Role performance	Counselors' experience ($N = 43$)	5.2	

to national counselor data concerning Personal-Social Counseling. Less time, approximately 17%, was reported as being spent on this function than the approximate 26% of a counselor's time considered by the counselors to ideally be required. $F(1,434) = 42.53, p < .001$.

From the results in Table 27, the null hypothesis was rejected and it was concluded that, with regard to Orientation, significant differences existed between VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. The Counselors reported that the function receives higher priority attention than, in their opinion, it should receive. These findings indicate a potential role conflict for VCCS Counselors.

Giampocaro (1970, p. 36) reported similar results with regard to national counselor data concerning Orientation. More time, approximately 7%, was reported as being spent on this function than the approximate 6% of a counselor's time considered by the counselors to ideally be required. $F(1,434) = 8.94, p < .01$.

From the results of Table 28, the null hypothesis was rejected and it was concluded that, with regard to Group Counseling, significant differences existed between VCCS Counselors preferred rank ordering and their rank ordering based upon VCCS experience. The Counselors reported that the function receives lower priority attention than, in their opinion, it should receive. These findings indicate a potential role conflict for VCCS Counselors.

Giampocaro (1970, p. 36) reported similar results with regard to national counselor data concerning Group Counseling. Less time, approximately 3.7%, was reported as being spent on this function than

Table 27
Orientation

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 27.15,$ $p < .01$
Role conception	Counselors' preferred ($N = 43$)	5.9	
Role performance	Counselors' experience ($N = 43$)	4.0	

Table 28

Group Counseling

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 12.37,$ $p < .01$
Role conception	Counselors' preferred ($N = 43$)	6.2	
Role performance	Counselors' experience ($N = 43$)	7.9	

the approximate 10.6% of a counselor's time considered by the Counselors to ideally be required. $F(1,434) = 93.45, p < .001$.

From the results of Table 29, the null hypothesis was accepted and it was concluded that, with regard to Testing, no significant differences existed between VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. These findings indicate that the VCCS Counselors are satisfied with the existing priority attention shown this function.

Giampocaro (1970, p. 36) reported similar results with regard to national counselor data concerning Testing. Approximately 4% of a counselor's time was indicated by the counselors as being both actual and ideal time spent on Testing. $F(1,434) = .17$, Not Significant, $\alpha = .05$.

From the results of Table 30, the null hypothesis was accepted and it was concluded that, with regard to Financial Aids, no significant differences existed between VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. These findings indicate that the VCCS Counselors are satisfied with the existing priority attention shown this function.

Giampocaro (1970, p. 36) reported, with regard to Financial Aids, significant differences among national Counselor data. The counselors indicated that more time, approximately 5%, was being spent on this function than the approximate 3% of a counselor's time considered by the counselors to be ideally required. $F(1,434) = 4.6, p < .05$.

From the results of Table 31, the null hypothesis was accepted

Table 29

Testing

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = .03,$ not significant ($\alpha = .05$)
Role conception	Counselors' preferred ($N = 43$)	6.8	
Role performance	Counselors' experience ($N = 43$)	6.7	

Table 30

Financial Aids

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 1.30,$ not significant ($\alpha = .05$)
Role conception	Counselors' preferred ($N = 43$)	6.3	
Role performance	Counselors' experience ($N = 43$)	5.7	

Table 31

Placement

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = .91,$ not significant ($\alpha = .05$)
Role conception	Counselors' preferred ($N = 43$)	7.3	
Role performance	Counselors' experience ($N = 43$)	7.7	

and it was concluded that, with regard to Placement, no significant differences existed between VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. These findings indicate that the VCCS Counselors are satisfied with the existing priority attention shown this function.

Giampocaró (1970, p. 36) reported similar results with regard to national counselor data concerning Placement. Approximately 8% of a counselor's time was indicated by the counselors as being both actual and ideal time spent on Placement. $F(1,434) = .07$, Not Significant, $\alpha = .05$.

From the results of Table 32, the null hypothesis was accepted and it was concluded that, with regard to this counselor function, no significant differences existed between VCCS Counselors' preferred rank ordering and their rank ordering based upon VCCS experience. These findings indicate that the VCCS Counselors are satisfied with the existing priority attention shown the Follow-up and Research function.

Giampocaró (1970, p. 36) reported, with regard to Follow-up and Research, significant differences among national counselor data. The counselors indicated that less time, approximately 4%, was being spent on this function than the approximate 7% of a counselor's time considered by the counselors to be ideally required. $F(1,434) = 43.30$, $p < .001$.

From the results of Table 33, the null hypothesis was accepted and it was concluded that, with regard to Other counselor functions, no significant differences existed between VCCS Counselors' preferred

Table 32

Follow-up and Research

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = .91,$ not significant ($\alpha = .05$)
Role conception	Counselors' preferred ($N = 43$)	8.4	
Role performance	Counselors' experience ($N = 43$)	8.8	

Table 33

Other

Role model element	Data group	Mean assigned priority \bar{X}	Analysis of variance F
			$F(1,84) = 1.89,$ not significant ($\alpha = .05$)
Role conception	Counselors' preferred ($N = 43$)	10.7	
Role performance	Counselors' experience ($N = 43$)	10.1	

rank ordering and their rank ordering based upon VCCS experience. These findings indicate that the 10 specific counselor functions identified in the instrument of this research encompassed the role of the VCCS Counselor.

Giampocaro (1970, p. 36) reported, with regard to Other counselor functions, significant differences among national counselor data. The counselors indicated that more time, approximately 8%, was being spent on Other functions than the approximate 4% of a counselor's time considered by the counselors to be ideally required. $F(1,434) = 5.76, p < .05$.

H₃ evaluation summary. Tables 23 to 33 show the evaluation of H₃ for each of the 11 counselor functions included in this study. The data supported acceptance of H₃ for the following six counselor functions:

Admissions Counseling

Career Counseling Information

Academic Advisement and Program Planning

Personal-Social Counseling

Orientation

Group Counseling

It is noteworthy that four of these six functions were identified, as shown in Table 21, as being among the five highest mutually agreed upon preferred priority counselor functions. These findings indicate that the potential for counselor role conflict exists within the VCCS for those specific counselor functions which

all participating groups prefer to receive high counselor attention.

Chapter IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the role of the counselor within the Virginia Community College System. To identify the role of the counselor, all VCCS Presidents, Deans of Student Services, and randomly selected Faculty members and Counselors participated in this research. All four groups provided data based upon their preferred role for the VCCS Counselor. In addition, participating counselors provided data based upon their experience within the VCCS concerning the counselor's role.

Preparatory to an analysis of the responses provided by the participating VCCS groups, the initial hypothesis that each of the groups would exhibit internal agreement of opinion not due to chance required evaluation. The five data groups, four preferred data groups and the counselor experience data group, each exhibited statistical evidence which supported the acceptance of the initial hypothesis of the study at the .01 level of confidence.

The second hypothesis of the study, that significant differences exist among the represented groups of this study with regard to their preferred rank ordering of each of the 11 counselor functions, was evaluated at the .05 level of confidence. These data exhibited statistical evidence which supported the acceptance of the hypothesis for only two counselor functions:

Personal-Social Counseling and Group Counseling.

The final hypothesis of the study was that significant differences exist between the Counselors' preferred rank ordering of each of the 11 functions of the study and the Counselors' rank ordering of these functions based upon their VCCS experience. The results of this evaluation supported the acceptance of this hypothesis, at the .05 level of confidence, for the following six counselor functions:

Admissions Counseling

Career Counseling Information

Academic Advisement and Program Planning

Personal-Social Counseling

Orientation

Group Counseling

In summary format, Table 34 shows the combined results of the evaluation of H_2 and H_3 . The 11 counselor functions of this study are arranged in Table 34 in the rank order of priority as identified by the combined preferred priorities assigned by Presidents, Deans of Student Services, Faculty and Counselors within the VCCS.

With regard to the level of agreement among participating groups concerning preferred priorities for the various counselor functions, the results of this study compare favorably with the related results of previous research. Both Giampocaro (1970) and Osorno (1972) reported more differences of opinion among professional groups regarding the relative importance of "Ideal" and "Future"

Table 34

Summary Results of H_2^a and H_3^b

Evaluations

Counselor functions	Evaluation results	
	H_2^a	H_3^b
Admissions counseling	Reject	Accept
Career counseling information	Reject	Accept
Academic advisement and program planning	Reject	Accept
Personal-social counseling	Accept	Accept
Orientation	Reject	Accept
Group counseling	Accept	Accept
Testing	Reject	Reject
Financial aids	Reject	Reject
Placement	Reject	Reject
Follow-up and research	Reject	Reject
Other	Reject	Reject

^a Among the represented groups of this study, there exists significant differences with regard to their preferred rank ordering of each of the eleven counselor functions.

^b Significant differences exist between counselor's preferred rank

Table 34 (Continued)

ordering of each eleven functions of the study and the counselors'
rank ordering of these functions based upon their Virginia Community
College System experience.

counselor functions respectively. With the exceptions of Personal-Social Counseling and Group Counseling, the four VCCS professional groups exhibited significant agreement concerning the preferred priorities for the 11 counselor functions which encompassed the role of the VCCS Counselor. These findings indicate that, with the exception of two counselor functions, the preferred role for the VCCS Counselor is well-established and mutually agreed upon by Presidents, Deans of Student Services, Faculty and Counselors. Apparently the lack of counselor role clarity, reported in the literature as being a characteristic of community college Student Personnel Service Programs, is not a serious problem within the VCCS.

The results of the comparative analysis of VCCS Counselor preferred and experience data introduced a discordance with the preferred data findings. VCCS Counselors reported significant differences between their preferred priorities for six counselor functions the priorities these functions received when based upon the VCCS experiences of the counselors. These findings indicate the potential for role conflict to exist among VCCS Counselors when performing 6 of the 11 functions which encompass their role. Giampocaro (1970) reported more extreme findings with significant differences between National Counselors' "Ideal" and "Actual" data noted for 9 of the 11 counselor functions.

Conclusions

The conclusions of this study were as follows:

1. The 10 specific counselor functions, as defined in this study, encompass the role of the VCCS Counselor.

2. When requested to assign counselor priorities to the 11 counselor functions, 10 specific and 1 nonspecific, all participating groups exhibited significant internal group agreement.

3. No significant differences of opinion were observed among the four participating groups with respect to their preferred counselor priorities for the following counselor functions, listed in rank order of priority as identified by the combined four group mean responses.

- Admissions Counseling
- Career Counseling Information
- Academic Advisement and Program Planning
- Orientation
- Testing
- Financial Aids
- Placement
- Follow-up and Research
- Other

Significant differences of opinion were observed for:

- Personal-Social Counseling
- Group Counseling

4. Significant differences, indicating potential counselor role conflict, were reported between counselors preferred rank ordering and their rank ordering based upon VCCS experiences for the following six counselor functions:

- Admissions Counseling
- Career Counseling Information

Academic Advisement and Program Planning

Personal-Social Counseling

Orientation

Group Counseling

Recommendations

Further research should be conducted to investigate the influence of groups, other than the four groups included in this study, on the role of the VCCS Counselor. Suggested groups for participation in this research are VCCS Students and System Administrators having responsibilities in the area of Student Personnel Services. The four functions of Table 34 for which H_2 was rejected but H_3 was accepted are recommended for special attention in this future research. The discordance noted for these four counselor functions indicates the presence of factors, not identified in this study, which have influence on the role of the VCCS Counselor.

Also recommended is further research to investigate the role of the VCCS Counselor with regard to Personal-Social Counseling and Group Counseling. It was only for these two counselor functions that significant differences were observed among the four group preferred data and counselor preferred/experience data. VCCS Counselors considered Personal-Social Counseling to be of higher preferred priority than did all other groups. The Counselors also expressed the opinion that both functions were being performed within the VCCS at counselor priority levels lower than required to best satisfy the requirements of VCCS students. The effects on

Student Personnel Services within the VCCS brought about by the indicated counselor dissatisfaction with regard to Personal-Social and Group Counseling priorities should be included in this recommended research.

As a final recommendation, this study should periodically be repeated within the VCCS at 2-year intervals. The benefits derived from such repetition would be twofold. The information derived from the research findings would provide a periodic update of the role of VCCS Counselors. A second, and perhaps more valuable, benefit is that such research would stimulate and encourage the interchange of ideas within and among the various professional groups which corporately administer the VCCS. It is only from such continuing communication and willingness for self-improvement that benefits from this, or any other, research will be realized by the VCCS.

APPENDIX

APPENDIX A
Virginia Community College System and
Counselor and Faculty Participants

College Location	Date Founded ^a	Fall 1973 Enrollment ^a	Coun- selor Selected	Faculty Selected
Blue Ridge Community College, Weyers Cave	1965	1,396	0	3
Central Virginia Community College, Lynchburg	1966	2,055	3	3
Dabney S. Lancaster Community College, Danville	1967	754	1	4
Danville Community College, Danville	1968	1,934	1	12
Eastern Shore Community College, Wallops Island	1964	206	0	1
Germananna Community College, Fredericksburg	1970	720	2	6
J. Sargent Reynolds Community College, Richmond	1972	2,734	1	5
John Tyler Community College, Chester	1967	1,955	2	9
Lord Fairfax Community College, Middletown	1970	980	2	4
Mountain Empire Community College, Big Stone Gap	1972	762	0	2
New River Community College, Dublin	1966	1,703	0	3
Northern Virginia Community College: Alexandria (Alexandria Campus), Annandale (Annandale Campus), Sterling (Loudon Campus), Manassas (Manassas Campus), Woodbridge (Woodbridge Campus)	1966	17,260	17	31
Patrick Henry Community College, Martinsville	1962	692	1	4
Paul D. Camp Community College, Franklin	1968	731	0	1
Piedmont Virginia Community College, Charlottesville	1972	1,096	1	3
Rappahannock Community College: Glenns (South Campus), Warsaw (North Campus)	1971	741	0	1
Southside Virginia Community College: Alberta (Christanna Campus), Keysville (John H. Daniel Campus)	1970	968	2	7
Southwest Virginia Community College,	1968	1,524	2	4
Thomas Nelson Community College, Hampton	1967	3,014	0	10
Tidewater Community College: Portsmouth (Frederick Campus), Virginia Beach (Virginia Beach Campus), Chesapeake (Chesapeake Campus)	1968	5,271	6	21
Virginia Highlands Community College, Abingdon	1967	1,027	0	2
Virginia Western Community College, Roanoke	1966	3,701	6	8
Wytheville Community College, Wytheville	1963	1,261	3	2

^a Data from State Council of Higher Education for Virginia (1974).

APPENDIX B

Questionnaire Packet

DATE

NAME
POSITION
COLLEGE ADDRESS

Dear NAME:

I am conducting research concerned with the role of the counselor within the Virginia Community College System (VCCS). The purpose of this study is to determine and analyze the level of consensus of opinion regarding the counselor's role within VCCS. Participating groups in this research are VCCS Presidents, Deans of Student Services, Counselors, and Faculty. The results of this research will provide useful information to those individuals charged with the responsibility for administering the VCCS. Dr. Hamel has endorsed this research as noted in Enclosure 1.

Your participation is needed to accomplish the objectives of this study. It is requested that you complete Enclosure 2, the instrument of this research, and return it in the stamped addressed envelope provided. In order that your response may be utilized, please comply with the brief standardization instructions which appear on the first page of Enclosure 2.

The results of this study will remain confidential with respect to specific VCCS institutions and participants. The coding of your response is for tabulation purposes only.

Your assistance and cooperation in this matter are appreciated. Thank you for performing this extra professional effort.

Sincerely,

2 Encls
as

WILLIAM L. WELTER
School of Education
College of William and Mary

VIRGINIA COMMUNITY COLLEGES

911 East Broad Street, P. O. Box 1558, Richmond, Virginia 23212, Telephone 703/770-2231

The Chancellor

MEMORANDUM

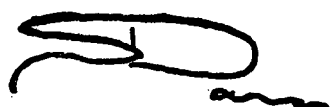
TO: Community College Staff
FROM: Dana B. Hamel
DATE: December 4, 1973
SUBJECT: Research Study by Mr. W. L. Welter

Mr. W. L. Welter, a doctoral candidate at William and Mary, has developed a study to investigate the counselor's role within the Virginia Community College System. His study uses perceptions of presidents, deans of student services, counselors, and selected faculty members to measure agreement on role functions which can be assigned to the counselor. His work should contribute to our own planning for community college goals and plans for professional training and staffing.

Of course, the responses of individuals will be held in strict confidence by Mr. Welter.

Because we are interested in understanding more fully the nature of and need for our counseling services, we urge your cooperation with Mr. Welter's study. Mr. Welter will mail questionnaire materials for your participation. I know that he will appreciate your prompt response.

Warm personal regards.



DBH:egw

INSTRUCTIONS*

Please rank order each of the eleven counselor functions listed on the following page by showing the priority which, in your opinion, best satisfies the requirements of students attending institutions within the VCCS. Specific instructions are as follows:

1. Assign a number from one through eleven to indicate priorities. A number one priority should be assigned to the counselor function thought to be of highest priority, and a number eleven to the function with the lowest priority.
2. Rank each of the eleven counselor functions. No single priority should be assigned to more than one function nor should any function be omitted from the rank order.
3. After ranking each of the eleven counselor functions, please return your completed response in the stamped return envelope provided.

A summary of this research will be sent to the Dean of Student Services at each community college. I appreciate your cooperation.

* Enclosure to letter, Welter to Presidents, Deans and Faculty, no date.

INSTRUCTIONS*

Please conduct two rank orderings of each of the eleven counselor functions listed on the following pages. In the first rank ordering, show the priority which, in your opinion, best satisfies the requirements of students attending institutions within the VCCS. In the second rank ordering, show the priority which, from your experience, reflects the actual counselor function priorities which exist at institutions within the Virginia Community College System. Specific instructions for both rank orderings are as follows:

1. Assign a number from one through eleven to indicate priorities. A number one priority should be assigned to the counselor function thought to be of highest priority, and a number eleven to the function with lowest priority.

2. Rank each of the eleven counselor functions. No single priority should be assigned to more than one function nor should any function be omitted from the rank order.

3. After ranking each of the eleven counselor functions, please return your completed responses in the stamped return envelope provided.

A summary of this research will be sent to the Dean of Student Services at each community college. I appreciate your cooperation.

*Enclosure to letter, Welter to Counselors, no date.

Preferred Opinion Instrument

RESPONSE NO. _____

I RANK THE FOLLOWING ELEVEN COUNSELOR FUNCTIONS IN ORDER OF PRIORITY WHICH, IN MY OPINION, WILL BEST SATISFY THE REQUIREMENTS OF STUDENTS ATTENDING INSTITUTIONS WITHIN THE VIRGINIA COMMUNITY COLLEGE SYSTEM:

Academic Advisement and Program Planning - - - - - Rank Order: _____

Providing information to students, after admission to a curriculum, pertinent to selection of courses, occupational prerequisites, transfer requirements, career information, effective study methods; academic progress, and other similar areas of student concern.

Admissions Counseling - - - - - Rank Order: _____

Providing information associated with the induction of new students into college such as: interpreting test results, interpreting curricular requirements, and assisting in the selection of courses prior to admission to a curriculum.

Financial Aids - - - - - Rank Order: _____

The administration of student loans, scholarships, part-time jobs, etc. Also duties associated with budget management, solicitation of funds, and the securing of institutional grants.

Follow-up and Research - - - - - Rank Order: _____

This function is limited to research, including follow-up techniques, which relate to the counseling program. Research studies unrelated to the counseling program are not to be included.

Group Counseling - - - - - Rank Order: _____

Small group counseling activities, as opposed to individual counseling, with reference to any of the listed counselor functions. Large, highly structured activities such as orientation or personal development classes would not be included in this counselor function.

Career Counseling Information - - - - - Rank Order: _____

Providing information to students pertaining to: occupational, career, and associated subject matter.

Orientation - - - - - Rank Order: _____

Providing information to students new to the college milieu such as: registration, familiarization with college rules and procedures, development of effective study skills and familiarization with college personnel and other students.

Personal-Social Counseling - - - - - Rank Order: _____

Assisting students to clarify basic values, attitudes, interests and abilities, and to identify and resolve problems which interfere with students' plans and/or progress. This function may include educational, vocational, social and emotional areas.

Placement - - - - - Rank Order: _____

The placement of qualified graduates and other students terminating their college training in appropriate employment. Both vocational and academic transfer placement are included in this counselor function.

Testing - - - - - Rank Order: _____

The measurement of student aptitudes, interests, achievements, and personality factors. This function includes only the administering and scoring of the measurement instrument.

Other - - - - - Rank Order: * _____

Any counselor function not included in the ten specific counselor functions listed above. (If less than Priority Number "11," please list "Other" functions on back of form.)

Experience Instrument

RESPONSE NO. _____

I RANK THE FOLLOWING ELEVEN COUNSELOR FUNCTIONS IN ORDER OF PRIORITY WHICH, FROM MY EXPERIENCE, REFLECT THE ACTUAL COUNSELOR FUNCTION PRIORITIES CURRENTLY EXISTING AT INSTITUTIONS WITHIN THE VIRGINIA COMMUNITY COLLEGE SYSTEM.

Academic Advisement and Program Planning - - - - - Rank Order: _____
 Providing information to students, after admission to a curriculum, pertinent to selection of courses, occupational prerequisites, transfer requirements, career information, effective study methods; academic progress, and other similar areas of student concern.

Admissions Counseling - - - - - Rank Order: _____
 Providing information associated with the induction of new students into college such as: interpreting test results, interpreting curricular requirements, and assisting in the selection of courses prior to admission to a curriculum.

Financial Aids - - - - - Rank Order: _____
 The administration of student loans, scholarships, part-time jobs, etc. Also duties associated with budget management, solicitation of funds, and the securing of institutional grants.

Follow-up and Research - - - - - Rank Order: _____
 This function is limited to research, including follow-up techniques, which relate to the counseling program. Research studies unrelated to the counseling program are not to be included.

Group Counseling - - - - - Rank Order: _____
 Small group counseling activities, as opposed to individual counseling, with reference to any of the listed counselor functions. Large, highly structured activities such as orientation or personal development classes would not be included in this counselor function.

Career Counseling Information - - - - - Rank Order: _____
 Providing information to students pertaining to: occupational, career, and associated subject matter.

Orientation - - - - - Rank Order: _____
 Providing information to students new to the college milieu such as: registration, familiarization with college rules and procedures, development of effective study skills and familiarization with college personnel and other students.

Personal-Social Counseling - - - - - Rank Order: _____
 Assisting students to clarify basic values, attitudes, interests and abilities, and to identify and resolve problems which interfere with students' plans and/or progress. This function may include educational, vocational, social and emotional areas.

Placement - - - - - Rank Order: _____
 The placement of qualified graduates and other students terminating their college training in appropriate employment. Both vocational and academic transfer placement are included in this counselor function.

Testing - - - - - Rank Order: _____
 The measurement of student aptitudes, interests, achievements, and personality factors. This function includes only the administering and scoring of the measurement instrument.

Other - - - - - Rank Order: * _____
 Any counselor function not included in the ten specific counselor functions listed above. (*If less than Priority Number "11," please list "Other" functions on back of form.)

APPENDIX C

"OTHER" Counselor Functions Submitted

DATA GROUP	COMMENT	ASSIGNED PRIORITY	FRE- QUENCY
President Preferred	"Working with faculty members, assisting them in dealing with student problems."	1	1
	"Maintain contact with community specialized agencies and resource personnel for student referral purposes and conduct student referral follow-up."	10	1
Dean Preferred	"Student Activities."	9	2
	"Community and Student Relationships."	9	1
	No Comment Provided	10	1
Counselor Preferred	"Our orientation program is used as a communication and growth group. Students learn about each other and themselves. Other items covered are goals, values, problems about school, etc. Each individual group or class varies according to what the students want to do."	3	1
	"Assisting Faculty in developing and using instructional methods which best facilitate learning."	7	1

DATA GROUP	COMMENT	ASSIGNED PRIORITY	FRE- QUENCY
Counselor Experience	"Clerical functions related to advising, programming, planning, admissions procedures and institutional functioning."	2	1
	"Our orientation program is used as a communication and growth group. Students learn about each other and themselves. Other items covered are goals, values, problems about school, etc. Each individual group or class varies according to what the students want to do."	3	1
	"Signing student forms, i.e., Registration, Drop-Add etc."	3	1
	"Clerical Work."	10	1
Faculty Preferred	"Justifying their own existence."	1	1
	"Student Activities Coordination."	2	1
	"Transfer Counseling."	4	1
	"After eliminating some career decisions, the counselor would refer the student to the advisor of the curriculum particularly the technical areas, as the advisor is usually more knowledgeable of occupational requirements."	5	1
	"Teacher."	8	1
	"Faculty advisement of student needs. . . ."	8	1
	No Comment Provided	10	5

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REFERENCES

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ABSTRACT

The comprehensive community college, as one sector of post secondary education, has been recognized increasingly as an open door, multi-purpose educational institution. The stated primary objective of the community college is the development of the individual. As a direct result of this objective, the major characteristics of the community college are diversity of both students and curriculum. The literature reflects the accepted viewpoint among educational leaders that the heterogeneous community college students have a special need for good counseling. Despite this special need, an extensive, 2-year national study conducted in 1961-1963 concluded that the counseling and guidance functions of student personnel programs were inadequately provided for in the majority of the 123 community colleges investigated. In the 1961-1963 study, it was concluded that the lack of clarity of the community college counselors' role was a major cause of the inadequate counseling and guidance programs.

The purpose of this study was designed to identify and evaluate the role of the Virginia Community College System (VCCS) Counselor. A theoretical human behavior role model and 11 selected counselor functions were utilized to obtain data from four professional groups within the VCCS to meet the objectives of the study. A total of 214 VCCS presidents, deans of student services, faculty, and counselors participated in this research. It was hypothesized that, although significant internal agreement exists within the four participating groups, significant differences exist among these groups with regard to their perception of the role of the VCCS counselor. In addition, the VCCS Counselors' preferred rank ordering of these 11 functions was hypothesized to significantly differ from their rank ordering based upon their VCCS experience. Data to statistically evaluate these hypotheses were obtained by the questionnaire method, utilizing an instrument closely resembling that of a similar national study.

Based on the findings of the study, it was concluded that:

1. The 10 specific counselor functions, as defined in the study, encompass the role of the VCCS Counselor.
2. When requested to assign counselor priorities to the 11 counselor functions, 10 specific and 1 nonspecific, all participating groups exhibited significant internal group agreement.
3. No significant differences of opinion were observed among the four participating groups with respect to their preferred counselor priorities for 9 of the 11 counselor functions. The lack of counselor role clarity, reported in the literature as being a characteristic of community college Student Personnel Service Programs, is apparently not a serious problem within the VCCS.
4. Significant differences, indicating potential counselor role conflict, were reported between counselors preferred rank ordering and their rank ordering based upon VCCS experiences for 6 of the 11 counselor functions.

Additional research was recommended in three areas as a continuing effort to better understand and to increase the effectiveness of the role of the VCCS Counselor.

VITA

The writer, William Lloyd Welter, was born in Secane, Pennsylvania, on September 19, 1932. In 1951, after his freshman year at Lafayette College, Easton, Pennsylvania, he entered the United States Military Academy at West Point, New York. In June 1955 he graduated from the Military Academy with the Bachelor of Science degree in Military Engineering. From June 1955 to the present he has been on active duty with the United States Army as a commissioned officer.

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